



BUS/DVST 305 - 1

Management of Nonprofit Organizations

Semester: Fall 2014
Days: Tuesday and Thursdays
8:15 – 9:30 a.m.
Room: A1085-2

Number of credits: 3

Prerequisite:
60 credits

Instructor: Randy Poon
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Office: L2055
Office hours:

- Tuesday and Thursday 9:45—11:00
- Wednesday and Friday 11:15—12:00
- By appointment

Course Description:

There are an estimated 165,000 nonprofits and charitable organizations in Canada. Nonprofits are an important part of our society, operate in many diverse areas of our economy, and are important for the initiation and implementation of many government programs and services. It has been recognized that one of the biggest issues facing the nonprofit sector today is the quality of management. Nonprofits are faced with a multitude of challenges and the leaders of today’s nonprofits must be prepared to face a complex environment that is rapidly changing on many fronts.

Further Course Information:

This course is designed to provide current and future nonprofit managers and leaders with an overview of a range of nonprofit management concerns and practices. Course projects and discussions expand students' management skills, analytical tools, and knowledge. Students take the perspectives of nonprofit managers, volunteers, board members, policy makers, donors, and clients. This course is built on the assumption that students learn more if they are actively engaged with the material. Exercises and discussions allow students to test knowledge, formulate ideas and strategies, respond to management dilemmas, and get immediate feedback from classmates and the instructor.

Important Dates:

- First day of classes: September 3, 2014
- Registration revision period: September 14, 2014
- Last day to request revised examination: October 27, 2014
- Last day to withdraw from course: November 12, 2014
- Last day to apply for time extension for coursework: November 24, 2014
- Last day of classes: December 9, 2014

Final Exam: Tuesday, December 16
Time: 9:00 – 12:00
Room: A2210

Expected Learning Outcomes:

Upon successful completion of this course, students can expect to have:

1. General understanding of nonprofit organizations in the Canadian context
2. Knowledge of nonprofit leadership and management
3. Hands-on experience in analyzing management dilemmas and proposing responses
4. Overview of social innovation and entrepreneurship

Textbook and Readings:

Seel, K. (Ed.). (2014). The management of non-profit and charitable organizations in Canada (3rd ed.). Markham, ON: LexisNexis.

Poon, R. (2014). Guide to developing individual case study briefing notes.

Additional assigned readings (TBD)

Course Requirements and Evaluation:

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

Soul of the Next Economy Mini-Report	5%
Group Case Study	10%
<ul style="list-style-type: none">• The grade will be based 65% on report; 35% on presentation	
Individual Case Study	40%
<ul style="list-style-type: none">• Case study briefing notes (eight briefing notes worth 2.5% each for a total of 20%)• Final editing and compilation (5%)• Analysis (10%)• Presentation (5%)	
Midterm Exam	15%
Final Exam (Comprehensive)	25%
Class Participation/Attendance	5%

Note: To pass the course, students must achieve an overall grade of at least 50% and must submit ALL elements of the individual case study (and receive a passing grade on the case study as a whole).

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. Late assignments will lose 10% per day late. Assignments will not be accepted 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.

Outline:

Soul of the Next Economy Mini-Report

Ambrose University along with its partners will be hosting the Soul of the Next Economy Forum on October 3-4 (<http://www.nexteconomyforum.com>). Your assignment is to prepare a two-page report (minimum 700 words) on the forum. The key themes of the forum include: corporate social responsibility, social entrepreneurship, and sustainable development. Choose one of these themes, attend sessions relevant to this theme, and report on the following:

- Explain what the theme is (e.g., what is corporate social responsibility?).
- Provide and briefly highlight one company or organization that is involved in that theme.
- Interview an individual associated with that company or organization and ask them how they see themselves helping to shape the soul of the next economy. Please quote the individual in your report.
- Conclude the report by indicating how you feel this theme (and the organizations you've heard from) will help shape the soul of the next economy.

Group Case Study

There will be a group case study that will introduce and highlight the case study method, and in so doing, bring further depth to the lecture and reading material.

The case study will involve a written report and a concise 8-minute, in-class presentation. The written report should be between 7-8 pages, 12-point font, 1½ line spacing, 1-inch margins, plus a bibliography or works cited page, and demonstrate critical thinking and professionalism. That is, they should be thoughtful, clear, and free of grammatical mistakes. When citing your external sources, please use the APA or MLA writing styles.

The in-class presentation should summarize your analysis and recommendations for that project. There is no need to cover all the elements included in your written report. When making presentations, groups should also allow an additional few minutes to field questions, comments, or debate from the class. The presentation should be informative and interesting; try to make your presentation a learning experience for the class.

Individual Project

To gain a more hands-on perspective of the lecture and reading material, students will incrementally create their own case study by contacting a charity or non-profit organization of their own choice (e.g., social service, cultural, or Christian ministry). Using key chapters from the Murray textbook, students will prepare eight 2-page briefing notes addressing a different area of focus (see list below). For each briefing note, you must clearly indicate your source of information, whether it is your observations and analysis, or discussion with organizational personnel, data collected from the organization or any other sources. When citing your external sources, please use the APA or MLA writing styles. As noted earlier, each of these briefing notes is worth 3% for a total of 24%.

Students will then edit and compile all eight briefing notes to write a cohesive, unified case study of the organization. This should be a stand alone, 16-18 page case study that does not provide any assessment of the organization. The final case study (i.e., the edited compilation of the eight segments) is worth 6%.

Following this, students will conduct an analysis of the organization using the case study method demonstrated through the group case study. This final analysis will result in a separate, 6-7 page report worth 10%.

Students will present a brief summary of their analysis to the class through an 8-minute presentation. The presentation is worth 5%.

Case Study Briefing Notes:

1. Organizational Profile/Scenario
2. Organizational Overview and History
3. Board Governance
4. Organizational Leadership and Strategic Planning
5. Managing Staff and Volunteers
6. Resource Development
7. Community Relations
8. Financial Management and Evaluation

Modified Case Study Method Analysis (adapted from the case study method outline posted in Moodle, see outline for more details):

- Key Issues (.5 pages)
- Sector Analysis (.5 - 1 page)
- SWOT Analysis (2 pages)
- Alternatives (2 pages)
- Recommendation (1 page)
- Conclusion (.5 pages)

Note: you will be using a modified case study method for the individual case study. Because you are also creating and writing the case study, there is no need to re-do sections like the overview and organizational analysis. I am also not requiring the stakeholder analysis or implementation sections.

Assignment Rubrics:

Grading Rubric – Briefing Notes

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Accuracy and Clarity of Factual Information (35%)	The content of the briefing note accurately reflects what is taking place within the organization. All statements are attributed to appropriate individuals who are well positioned to offer their perspective or to recent print or web-based materials originating from the organization. The information is clearly and factually represented rather than offering opinion or assessment.	The content mostly reflects what is taking place within the organization. Most statements are attributed to the appropriate individual or to recent print or web-based documents. The information is largely clear and mostly represents facts rather than opinion or assessment.	The content somewhat reflects what is taking place within the organization. Some statements are attributed to the appropriate individual or to recent print or web-based documents. The information is somewhat clear but represents a mixture of fact and opinion/assessment.	The content generally does not reflect what is taking place within the organization. Statements are not attributed to the appropriate individual or to recent print or web-based documents. The information is somewhat vague and represents a more opinion and assessment rather than fact.
Contextual Link to Theory and/or Literature (35%)	The content links back to theory and/or literature covered in the course. The content specifically and thoroughly addresses the intended focus for the particular briefing note.	The content mostly links back to theory and/or literature covered in the course. The content generally addresses the intended focus for the particular briefing note.	The content occasionally links back to theory and/or literature covered in the course. The content somewhat addresses the intended focus for the particular briefing note.	The content does not link back to theory and/or literature covered in the course. The content does not address the intended focus for the particular briefing note.
Structure and Organization (15%)	Structure of the briefing note is very clear and easy to follow. Transitions maintain an overall flow throughout the note. Conclusion is logical and flows from the rest of the argument.	Structure is mostly clear and easy to follow. Transitions largely maintain the flow throughout the briefing note. Conclusion is logical, and for the most part, flows from the rest of the argument.	Structure of the briefing note is not easy to follow. Transitions need much improvement. Conclusion is missing, or if provided, does not flow from the rest of the argument.	Organization and structure detract from the message of the briefing note. Points are disjointed and lack transition of thoughts. Ideas are not organized around a central idea.

Mechanics (15%)	Briefing note demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style (i.e., APA or MLA). Language is clear and precise. All arguments are properly cited.	Briefing note displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability of the work. Most arguments are properly cited.	Briefing note shows that mechanics are an area of concern. Note contains a moderate number of grammatical, punctuation, spelling, and writing style errors. Some arguments are properly cited.	Briefing note lacks basic control over mechanics and contains excessive proof-reading errors. Arguments are not properly cited.
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Grading Rubric – Written Reports

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Purpose and Content (30%)	The written document has a well-developed and supported thesis. The assignment demonstrates excellent development of subsequent ideas and focuses on relevant details. Clearly explained examples support the claims and topic is thoroughly researched.	The written document has a workable thesis. Arguments are mostly supported. The assignment contains adequate evidence to support its claims, and would benefit from more research and development of relevant points.	The written document has some elements of a thesis but it is largely undeveloped or unclear. Arguments are somewhat supported. The arguments are somewhat developed but lack sufficient evidence or contain irrelevant details.	The written document is lacking in elements required with many gaps in the information presented. Arguments are not supported. The assignment needs more details on every level (main ideas, specific ideas, and examples).
Critical Thinking (30%)	Goes above and beyond identifying the most obvious issues and arguments and raises intriguing issues that are well supported. Challenges existing assumptions. Thoughtfully and thoroughly analyzes and evaluates alternative (beyond the major) points of view	Raises all the key issues and identifies relevant arguments (largely the most obvious ones) and their pros and cons. Offers thorough analyses and evaluations of the major points of view.	Raises some of the key issues and Identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations of alternative points of view.	Does not address the key issues and does not identify counter-arguments. Ignores or superficially evaluates alternative points of view.

Structure and Organization (20%)	Structure of the assignment is very clear and easy to follow. Transitions maintain an overall flow throughout the assignment. Conclusion is logical and flows from the rest of the argument.	Structure is mostly clear and easy to follow. Transitions largely maintain the flow throughout the assignment. Conclusion is logical, and for the most part, flows from the rest of the assignment.	Structure of the assignment is not easy to follow. Transitions need much improvement. Conclusion is missing, or if provided, does not flow from the rest of the assignment.	Organization and structure detract from the message of the assignment. Points are disjointed and lack transition of thoughts. Ideas are not organized around a central idea.
Mechanics (20%)	Paper demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style (i.e., APA or MLA). Language is clear and precise. All arguments are properly cited.	Paper displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability of the work. Most arguments are properly cited.	Paper shows that mechanics are an area of concern. Assignment contains a moderate number of grammatical, punctuation, spelling, and writing style errors. Some arguments are properly cited.	Paper lacks basic control over mechanics and contains excessive proof-reading errors. Arguments are not properly cited.

Grading Rubric – Group Presentations

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Communication and Delivery (25%)	Oral presentation delivered with clear, confident, well-paced voice(s) so that all audience members can hear presentation. Awareness of audience demonstrated through physical presence and eye contact (seldom referring to notes). Generate(s) significant enthusiasm about topic. Presenters show significant interest in topic.	Oral presentation delivered with clear, mostly confident voice(s) so that most audience members can hear presentation. Awareness of audience partially demonstrated through physical presence and eye contact (frequently referring to notes). Generates some interest about topic. Presenters largely show interest in topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members have some difficulty hearing. Sense of audience wavers (e.g. presentation largely read from notes with little eye contact). Generates little interest about topic. Presenters show some interest in topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members at back of class have difficulty hearing. Unfocused sense of audience (e.g. looks only at notes or away from audience). Generates little or no interest about topic. Presenters lack interest in topic.

Creativity and Graphics (25%)	Presentation is made insightfully, creatively or skillfully. Innovatively or expertly prepared graphics used throughout the entire presentation. They also explain and reinforce the text and presentation.	A good attempt is made to provide insight or creativity to the presentation. Graphics largely used throughout presentation and relate to the text and presentation.	Little attempt to provide insight or creativity to the presentation. Graphics seldom used. They seldom support the text and presentation.	Little attempt to provide insight or creativity. Graphics not used or do support text and presentation.
Structure, Organization, and Mechanics (25%)	Information presented in a very logical, interesting sequence which audience can follow. Conclusion flows from the rest of the presentation. Presentation has no misspellings, grammatical errors, or formatting errors.	Information presented in a mostly logical sequence which audience can mostly follow. Conclusion largely flows from the rest of the presentation. Presentation has no more than three misspellings, grammatical errors, or formatting errors.	Structure of the presentation is not easy to follow. Conclusion is missing, or if provided, does not flow from the rest of the presentation. Presentation has between four to five misspellings, grammatical errors, or formatting errors.	Lack of structure detracts from message of presentation. Points are disjointed and lack transition of thoughts. Presentation has more than six misspellings, grammatical errors, or formatting errors
Critique of Other Group's Presentation/ Subject Knowledge (25%)	Group members provide thoughtful analysis, evaluation, and feedback of analysis and recommendations regarding other groups' presentations. Presenter(s) demonstrate(s) full knowledge (more than required) by answering all class questions with explanations and elaboration.	Group members provide some analysis, evaluation, and feedback of analysis and recommendations. Presenter(s) is/are at ease with expected answers to all questions, but fail(s) to elaborate.	Group members provide insubstantial analysis, evaluation, and feedback of analysis and recommendations. Presenter(s) is/are uncomfortable with information and is/are able to answer only rudimentary questions.	Group members provide no analysis, evaluation, or feedback of analysis and recommendations. Presenter(s) do/does not have grasp of information; presenter(s) cannot answer questions about subject.

Grading Rubric – Individual Presentations

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Communication and Delivery (35%)	<p>Oral presentation delivered with clear, confident, well-paced voice(s) so that all audience members can hear presentation.</p> <p>Awareness of audience demonstrated through physical presence and eye contact (seldom referring to notes).</p> <p>Generate(s) significant enthusiasm about topic.</p> <p>Presenters show significant interest in topic.</p>	<p>Oral presentation delivered with clear, mostly confident voice(s) so that most audience members can hear presentation.</p> <p>Awareness of audience partially demonstrated through physical presence and eye contact (frequently referring to notes).</p> <p>Generates some interest about topic. Presenters largely show interest in topic.</p>	<p>Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members have some difficulty hearing.</p> <p>Sense of audience wavers (e.g. presentation largely read from notes with little eye contact).</p> <p>Generates little interest about topic.</p> <p>Presenters show some interest in topic.</p>	<p>Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members at back of class have difficulty hearing.</p> <p>Unfocused sense of audience (e.g. looks only at notes or away from audience). Generates little or no interest about topic.</p> <p>Presenters lack interest in topic.</p>
Creativity and Graphics (35%)	<p>Presentation is made insightfully, creatively or skillfully. Innovatively or expertly prepared graphics used throughout the entire presentation.</p> <p>They also explain and reinforce the text and presentation.</p>	<p>A good attempt is made to provide insight or creativity to the presentation. Graphics largely used throughout presentation and relate to the text and presentation.</p>	<p>Little attempt to provide insight or creativity to the presentation. Graphics seldom used. They seldom support the text and presentation.</p>	<p>Little attempt to provide insight or creativity.</p> <p>Graphics not used or do support text and presentation.</p>
Structure, Organization, and Mechanics (30%)	<p>Information presented in a very logical, interesting sequence which audience can follow. Conclusion flows from the rest of the presentation.</p> <p>Presentation has no misspellings, grammatical errors, or formatting errors.</p>	<p>Information presented in a mostly logical sequence which audience can mostly follow. Conclusion largely flows from the rest of the presentation.</p> <p>Presentation has no more than three misspellings, grammatical errors, or formatting errors.</p>	<p>Structure of the presentation is not easy to follow.</p> <p>Conclusion is missing, or if provided, does not flow from the rest of the presentation.</p> <p>Presentation has between four to five misspellings, grammatical errors, or formatting errors.</p>	<p>Lack of structure detracts from message of presentation. Points are disjointed and lack transition of thoughts.</p> <p>Presentation has more than six misspellings, grammatical errors, or formatting errors</p>

Class Participation and Attendance:

A key component of your grade is participation during class time. Students are expected to attend all classes, having prepared for class by reading the assigned text chapters ahead of time, completing exercises (if assigned) in advance of in-class discussions, and then actively participate in these discussions. The skills needed to participate effectively in class and present your ideas are essentially the same skills required to participate effectively in the marketplace (either nonprofit or for-profit). The ability and willingness to speak up in front of others is an important skill for students to develop. If external circumstances or illness prevent you from attending or adequately preparing for a class, please let the professor know so that this can be taken into account, as repeated absences from class will negatively impact a student's individual participation grade.

Grading Rubric – Class Participation/Attendance

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Attendance (50%) (Excludes certain excused absences such as Ambrose athletic teams practices and out-of-town games)	Misses no more than one class (100%); misses two classes (85%)	Misses three classes (72%).	Misses four classes (60%)	Misses five or more classes (0%)
Group Discussions and Contribution Quality (50%) 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/class' perspective.	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.	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.	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.	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.

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-	Good
80% to 84%	B+	
76% to 79%	B	
72% to 75%	B-	Satisfactory
68% to 71%	C+	
64% to 67%	C	
60% to 63%	C-	
55% to 59%	D+	Minimal Pass
50% to 54%	D	
0% to 49%	F	Failure

Weekly Reading and Assignment Schedule:

Date	Class Topic/Chapter Title	Text chapters	Individual Case Study (Due in Moodle by 11:59 p.m.)
Sep 4 th	Course Overview		
Sep 9 th	Overview of nonprofit organizations	Seel 1	
Sep 11 th	Nonprofit sector in Canada	Seel 2	
Sep 16 th	Workshop: Preparing Case Studies (Group and Individual)		
Sep 18 th	Leading nonprofit organizations – Boards and governance – Part 1	Seel 3	
Sep 23 rd	Leading nonprofit organizations – Boards and governance – Part 2		
Sep 25 th	No Class (Spiritual Emphasis Day)		
Sep 30 th	Leading nonprofit organizations – Organizational leadership	Seel 4	Briefing Notes 1-2
Oct 2 nd	Leading nonprofit organizations – Strategic planning	Seel 8	
Oct 7 th	Discussion: Soul of the Next Economy		
Oct 9 th	Leading nonprofit organizations		
Oct 10 th	Assignment: Soul of the Next Economy Mini-Report due in Moodle by 11:59 p.m.		
Oct 14 th	Midterm Exam		
Oct 16 th	Managing nonprofit organizations – Human resources (paid staff and volunteers)	Seel 11	Briefing Notes 3-4
Oct 20 th	Assignment: Group case study written reports and presentations due in Moodle by 11:59 p.m.		

Oct 21 st	Group Case Study Presentations I		
Oct 23 rd	Group Case Study Presentations II		
Oct 28 th	Managing nonprofit organizations – Resource Development I	Seel 7	
Oct 30 th	Managing nonprofit organizations – Resource Development II		Briefing Notes 5-6
Nov 4 th	Managing nonprofit organizations – Community relations I	Seel 6	
Nov 6 th	Managing nonprofit organizations – Community relations II		
Nov 11 th	No Class (Remembrance Day)		
Nov 13 th	Managing nonprofit organizations – Financial management	Seel 10	Briefing Notes 7-8
Nov 18 th	Managing nonprofit organizations – Evaluation	Seel 9	
Nov 20 th	Managing nonprofit organizations – Evaluation		
Nov 24 th	Assignment: Individual case study (compilation) and analysis report due in Moodle by 11:59 p.m.		
Nov 25 th	Individual case study presentations – Day one		
Nov 27 th	Individual case study presentations – Day two		
Dec 2 nd	Individual case study presentations – Day three		
Dec 4 th	Social Entrepreneurship	Assigned Readings	
Dec 9 th	Future of the nonprofit sector in Canada	Assigned Readings	

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.

Policies:

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, it is highly recommended that they forward all messages from the Ambrose account to the other account.

During the **Registration Revision Period** students may to 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. These courses will not appear on the student's transcript. 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 by the **Withdrawal Deadline**, please consult the List of Important Dates. Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. A grade of "W" will appear on the student's 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.

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) 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 engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please 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. 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, that is information about an individual that may be used to identify that individual, may be collected as a requirement 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 Office of the Registrar in writing 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 to review final grades. 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 College 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 give credit 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.

Please note that all assignments submitted via Moodle (with the exception of journal-style assignments that disclose personal information) are subject for submission into Turnitin, an online service used to identify and prevent plagiarism. The service maintains a digital repository or database of submitted student papers, Internet pages, books, journals, and periodicals. Assignments are checked against this repository and in turn, become part of the database for an indefinite period, so that other submissions are also compared with it for originality. Assignments are stored both in an original form and in an "electronic fingerprint" form. The original form of the document is only available to the original author and the instructor of the course from which the document was submitted. Other documents submitted to Turnitin are compared to the electronic fingerprint. If a future document submitted to Turnitin matches a student's assignment, the student's privacy will be maintained and as such, his or her name will not be disclosed. Students also retain copyright to the works submitted into Turnitin.

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