



|                   |                                 |  |
|-------------------|---------------------------------|--|
| <b>Course ID:</b> | <b>Course Title:</b>            | <b>Winter 2017</b>                         |
| ICS 499           | Intercultural Ministry Capstone | <b>Prerequisite:</b><br>FE 360a/b (onSite) |
|                   |                                 | <b>Credits:</b> 3                          |

| Class Information    |  | Instructor Information |                          | Important Dates                                    |                     |
|----------------------|--|------------------------|--------------------------|--|---------------------|
| <b>Days:</b>         | Mondays  | <b>Instructor:</b>     | Annette Ford, PhD        | <b>First day of classes:</b>                       | Wed., Jan 4, 2017   |
| <b>Time:</b>         | 1:00 pm – 2:15 pm  | <b>Email:</b>          | Annette.ford@ambrose.edu | <b>Last day to add/drop, or change to audit:</b>   | Sun, Jan. 15, 2017  |
| <b>Room:</b>         | L2084  | <b>Phone:</b>          | 403-828-6042             | <b>Last day to request revised exam:</b>           | Mon, Mar. 6, 2017   |
| <b>Lab/Tutorial:</b> | N/A  | <b>Office:</b>         | L2111                    | <b>Last day to withdraw from course:</b>           | Fri, Mar. 17, 2017  |
| <b>Final Exam:</b>   | Final Paper in lieu of exam:<br>Due Sat., April 22, 6 pm | <b>Office Hours:</b>   | By appointment via email | <b>Last day to apply for coursework extension:</b> | Mon, Mar. 29, 2017  |
|                      |  |                        |                          | <b>Last day of classes:</b>                        | Tue, April 11, 2017 |

### Course Description

An integrative capstone seminar that serves as an occasion for graduating students to integrate and consolidate the various dimensions of their Intercultural Ministries program. In the seminar, students will explore the pragmatic application of their fields of knowledge, the ways this can lead to vocation and service in the world community, as well as their transition to further ministry.

### Expected Learning Outcomes

Students will:

- Evaluate and reflect on the cumulative achievement of their Ambrose studies courses, including Onsite experiences, considering:
  - What they have learned about cross-cultural ministry
  - How they have come to know what they know about cross-cultural ministry
  - How their other courses have complemented, extended or challenged their studies in intercultural ministry and their overall educational experience
  - How their expectations of what they should or would learn over the course of their degree have been realized (or not realized)
- Contemplate the personal impact of both their theoretical and experiential learning, considering:
  - How their degree has shaped their worldview, and vice-versa
  - How their worldview has been challenged, modified, or expanded

- How they have grown spiritually, emotionally, and socially, and how they still need to grow
- Plan toward future work and ministry, considering
  - How the integration of faith and learning might influence their vocation
  - Who God has created them to be, how God has gifted them, and how to move toward their future

**Textbooks**

- Anderson, L. (2004). *Longing for a homeland: Discovering the place you belong*. West Monroe, LA: Howard.
- McCord, K. (2012). *In the land of blue burquas*. Chicago, IL: Moody.
- Miller, R. S. (2011). *Spiritual survival handbook for cross-cultural workers*. Orlando, FL: BottomLine.
- Scazzero, P. (2006). *Emotionally healthy spirituality*. Grand Rapids, MI: Zondervan.
- (Additional readings on Moodle)

**Course Schedule**

**Course Schedule of Topics, Readings & Assignments**  
**Classes Meet Mondays 1:00-2:15 p.m. & Asynchronously on Moodle**

| Date/Day                                       | Corresponding Readings (Required)   | Assignments Due  |
|--|---|--|
| <b>Section 1: LOOKING BACKWARD</b>             |   |  |
| <b>Week One: Culture</b>                       |   |  |
| <b>Mon. Jan 16</b>                             | <ul style="list-style-type: none"> <li>● Hofstede, “National Cultures in Four Dimensions” (on Moodle)</li> <li>● Hofstede’s Cultural Dimensions<br/> <a href="https://www.mindtools.com/pages/article/newLDR_66.htm">https://www.mindtools.com/pages/article/newLDR_66.htm</a></li> <li>● Recommended: <a href="https://geert-hofstede.com/national-culture.html">https://geert-hofstede.com/national-culture.html</a></li> </ul> | 1) Reading (Due Before Moodle Discussion)<br>2) Moodle Discussion (Wed-Friday)   |
| <b>Week Two: Ambrose Reflection</b>            |   |  |
| <b>Jan. 23</b>                                 | <ul style="list-style-type: none"> <li>● McCord, chs. 1-6</li> </ul>  | 1) Journal Reflection (Due Mon. Jan. 23, 11 am)<br>2) Reading (Due before Moodle Discussion)<br>3) Moodle Discussion (Wed-Friday)                                |
| <b>Week Three: Intercultural Communication</b> |   |  |
| <b>Jan. 30</b>                                 | <ul style="list-style-type: none"> <li>● Agar, “Culture Blends” (on Moodle)</li> <li>● McCord, chs. 7-10</li> </ul>   | 1) Journal Reflection (Due Mon. Jan. 30, 11 am)<br>2) Reading (Due before Moodle Discussion)<br>3) Moodle Discussion (Wed-Friday)                                |
| <b>Week Four: Intercultural Ministry</b>       |   |  |
| <b>Feb. 6</b>                                  | <ul style="list-style-type: none"> <li>● McCord, chs. 11-16</li> </ul>  | 1) Journal Reflection (Due Mon. Feb. 6, 11 am)<br>2) Reading<br>3) Moodle Discussion (Wed-Friday)<br>4) Mentoring for Learning, Wks 1-3 (Due Sat. Feb. 11, 6 pm) |
| <b>Week Five: Reentry</b>                      |   |  |

|   |   |   |
|---|---|---|
| <b>Feb. 13</b>  | <ul style="list-style-type: none"> <li>• Kimber, "Healthy Reentry" (on Moodle)</li> <li>• Kostohryz et al. "More than a Vacation" (on Moodle)</li> <li>• Selby et al. "Resilience in Returning Missionaries" (on Moodle)</li> </ul> | <ol style="list-style-type: none"> <li>1) Journal Reflection (Due Mon. Feb. 13, 11 am)</li> <li>2) Reading (Due before Moodle Discussion)</li> <li>3) Moodle Discussion (Wed-Friday)</li> </ol>   |
| <b>Feb. 20-25: Family Day/Mid-Semester Break – No Class</b> |   |   |
| <b>Section 2: LOOKING UPWARD &amp; INWARD</b>               |   |   |
| <b>Week Six: Knowing God</b>                                |   |   |
| <b>Feb. 27</b>  | <ul style="list-style-type: none"> <li>• Miller, ch. 1</li> <li>• Scazzero, chs. 1-3</li> </ul>   | <ol style="list-style-type: none"> <li>1) Journal Reflection (Due Mon. Feb. 27, 11 am)</li> <li>2) Reading (Due before Moodle Discussion)</li> <li>3) Moodle Discussion (Wed-Friday)</li> </ol>   |
| <b>Week Seven: Knowing Yourself (Part One)</b>              |   |   |
| <b>Mar. 6<br/>(No Class on Monday)</b>                      | <ul style="list-style-type: none"> <li>• Miller, ch. 2</li> <li>• Scazzero, chs. 4-6</li> </ul>   | <ol style="list-style-type: none"> <li>1) NO JOURNAL REFLECTION</li> <li>2) Reading (Due before Moodle Discussion)</li> <li>3) Moodle Discussion (Wed-Friday)</li> <li>4) Mentoring for Learning, Wks 4-6 (Due Sat. Mar. 11, 6 pm)</li> </ol>                       |
| <b>Week Eight: Knowing Yourself (Part Two)</b>              |   |   |
| <b>Mar. 13</b>  | <ul style="list-style-type: none"> <li>• Scazzero, chs. 7-9</li> </ul>  | <ol style="list-style-type: none"> <li>1) Journal Reflection (Due Mon. Mar. 13, 11 am)</li> <li>2) Reading (Due before Moodle Discussion)</li> <li>3) Moodle Discussion (Wed-Friday)</li> </ol>   |
| <b>Week Nine: Spiritual Warfare</b>                         |   |   |
| <b>Mar. 20</b>  | <ul style="list-style-type: none"> <li>• Miller, chs. 3-4</li> </ul>  | <ol style="list-style-type: none"> <li>1) Journal Reflection (Due Mon. Mar. 20, 11 am)</li> <li>2) Reading (Due before Moodle Discussion)</li> <li>3) Moodle Discussion (Wed-Friday)</li> </ol>   |
| <b>Week Ten: Church Ministry</b>                            |   |   |
| <b>Mar. 27</b>  | <ul style="list-style-type: none"> <li>• Miller, chs. 5-6</li> </ul>  | <ol style="list-style-type: none"> <li>1) Journal Reflection (Due Mon. Mar. 27, 11 am)</li> <li>2) Reading (Due before Moodle Discussion)</li> <li>3) Moodle Discussion (Wed-Friday)</li> <li>4) Mentoring for Learning, Wks 7-9 (Due Sat. Apr. 1, 6 pm)</li> </ol> |
| <b>Section 3: LOOKING FORWARD</b>                           |   |   |
| <b>Week Eleven: Future Life and Ministry</b>                |   |   |
| <b>April 3</b>  | <ul style="list-style-type: none"> <li>• Scazzero, ch. 10</li> <li>• Miller, ch. 7</li> </ul>   | <ol style="list-style-type: none"> <li>1) Journal Reflection (Due Mon. Apr. 3, 11 am)</li> <li>2) Reading (Due before Moodle Discussion)</li> <li>3) Rule of Life and Survival Kit Assignment (Due Sat. Apr. 15, 6 pm)</li> </ol>                                   |
| <b>Week Twelve: A Place to Belong</b>                       |   |   |

|                          |                         |   |
|--------------------------|-------------------------|---|
| <b>April 10</b>          | • Anderson (whole book) | 1) Journal Reflection (Due Mon. Apr. 10, 11 am)<br>2) Reading (Due Mon. Apr. 10, 11 am)<br>3) Reading Log (Due Mon. Apr. 10, 11 am)<br>4) Mentoring for Learning, Wks 10-12 (Due Sat. Apr. 15, 6pm) |
| <b>Final Assignments</b> |                         | 1) Participation Rubric (Due Sat. Apr. 22, 6 pm)<br>2) Handbook for Intercultural Ministry Assignment (Due Sat. Apr. 22, 6 pm)  |

**Requirements:**

| <b>Assignments</b>                     | <b>Percent of Grade</b> | <b>Number of Points</b>     | <b>Assignment Descriptions</b>   |
|--|-------------------------|-----------------------------|--|
| <b>1. Participation</b>                | <b>10%</b>              | <b>100 points</b>           | <p><b>Participation</b></p> <ul style="list-style-type: none"> <li>- The benefit you will receive from this class is directly related to the degree of teamwork and vulnerability you bring to the experience.</li> <li>- Evaluation will follow the rubric in Appendix #1.</li> <li>- <b>Participation Rubric is due on Moodle Saturday, April 22 at 6 pm.</b></li> </ul>   |
| <b>2. Reading Log</b>                  | <b>10%</b>              | <b>100 points</b>           | <p><b>Reading Log</b></p> <ul style="list-style-type: none"> <li>- Before the Moodle discussion each week (unless otherwise noted) you will read all of the required readings for that week.</li> <li>- You will record your reading completion on the Reading Log in Appendix #2.</li> <li>- <b>Completed Reading log is due on Moodle Monday, April 10, 11 am.</b></li> </ul>  |
| <b>3. Journal Reflections</b>          | <b>Total: 10%</b>       | <b>10 x 10 = 100 points</b> | <p><b>Journal Reflections</b></p> <ul style="list-style-type: none"> <li>- Before class each week you will submit your journal reflections in answer to the assigned questions. (min. 300 words)</li> <li>- <b>Due on Moodle Monday each week at 11 am</b></li> </ul>  |
| <b>4. Moodle Discussion</b>            | <b>Total: 20%</b>       | <b>10 x 20 = 200 points</b> | <p><b>Moodle Discussion</b></p> <ul style="list-style-type: none"> <li>- Each week you will write an initial post on Moodle by Wednesday at 6 pm in answer to the Discussion Questions for that week. (250-300 words)</li> <li>Then you will respond to two other initial posts and to any posts on your own thread before midnight on Friday. (no word limits)</li> <li>- <b>Moodle Discussion initial posts are due by 6 pm on Wednesday of each week. Other posts due by Friday at midnight.</b></li> </ul>   |
| <b>5. Mentoring for Learning (MFL)</b> | <b>Total: 20%</b>       | <b>4 x 50 = 200 points</b>  | <p><b>Mentoring for Learning</b></p> <ul style="list-style-type: none"> <li>- For these assignments you will need to find someone (i.e. a friend or relative) who is open to a "mentoring for learning" (MFL) relationship for the semester. In this relationship, you will meet with your "mentee student" after every three weeks of class to (a) discuss what you learned in the course readings, class sessions, and discussions (b) apply it to the mentee student's life and experiences, and (c) learn from the mentee student's perspectives. Throughout the MFL experience, you will seek to understand your mentee student and communicate care.</li> <li>- <b>Instructions for MFL Visuals and Reflections</b> <ol style="list-style-type: none"> <li>1. After every three weeks of class you will reflect on what you learned in the course</li> </ol> </li> </ul> |

|   |             |                    |   |
|---|-------------|--------------------|---|
|   |             |                    | <p>readings, classes, and Moodle discussions for those weeks, summarize the learning, and consider how to present it in a way your mentee student will best understand it.</p> <ol style="list-style-type: none"> <li>2. Prepare a summary of the salient points in a visual manner, i.e. through pictures and text, video, electronic slide presentation, graphic organizer, etc.</li> <li>3. Use your prepared visual to teach and discuss the concepts with your mentee student.</li> <li>4. After each meeting, upload a copy of your visual to Moodle and post a minimum 300-word reflection on (a) the course content, and (b) the mentoring for learning experience, including what you learned from your mentee student in the discussion.</li> </ol> <p>- <b>Due on Moodle</b> (Rubric on Moodle):<br/> <b>Wks 1-3 due Sat. Feb. 11, 6 pm</b><br/> <b>Wks 4-6 due Sat. Mar. 11, 6 pm</b><br/> <b>Wks 7-9 due Sat. Apr. 1, 6 pm</b><br/> <b>Wks 10-12 due Sat. Apr. 15, 6pm</b></p> |
| <b>6. Rule of Life and Survival Kit</b>       | <b>10%</b>  | <b>100 points</b>  | <p><b>Rule of Life and Survival Kit</b></p> <p>- Following the models in Scazzero, ch. 10, Miller, ch. 7, and Moodle, you will develop your own Rule of Life and Survival Kit. (See Moodle for more information.)</p> <p>- <b>Due on Moodle</b> (Rubric on Moodle): <b>Sat. Apr. 15, 6 pm</b></p>   |
| <b>7. Handbook for Intercultural Ministry</b> | <b>20%</b>  | <b>200 points</b>  | <p><b>Handbook for Intercultural Ministry</b></p> <p>- You will pull together all your learning from this course (and any other source) to create a handbook that can be useful to others for their preparation and life in intercultural ministry. (See Moodle for more information.)</p> <p>- <b>Due on Moodle</b> (Rubric on Moodle): <b>Due Sat. Apr. 22, 6 pm</b></p>  |
| <b>Total</b>                                  | <b>100%</b> | <b>1000 points</b> |   |

### Attendance:

The nature of the class is such **that attendance is mandatory at all classes**. Students will interact with the instructor, the material, and with fellow class-mates on the weekends scheduled. 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 5% grade reduction will be made**. Inform the instructor if you will be absent but strive to be present at all sessions!

Due dates for assignments in this class are firm. They are set up for the overall success of the class - that is, for both students and the instructor. **Late work drops 10% per day late unless other arrangements are made in advance (with a maximum of 50% total possible removed)**.

### Grade Summary:

The available letters for course grades are as follows:

| <u>Letter Grade</u> | <u>Description</u> |
|---------------------|--------------------|
| A+                  | Excellent          |
| A                   |                    |
| A-                  |                    |
| B+                  | Good               |
| B                   |                    |
| B-                  |                    |
| C+                  | Satisfactory       |
| C                   |                    |
| C-                  |                    |
| D+                  | Minimal Pass       |
| D                   |                    |
| F                   | Failure            |

Percentage Equivalent Table:

| <u>Letter Grade</u> | <u>Description</u> | <u>% Equivalent</u> |
|---------------------|--------------------|---------------------|
| A+                  | Excellent          | 97-100              |
| A                   |                    | 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.

**Other: Appendices #1-2 (See below)**

## Appendix #1: ICS 499 Rubric for Class Participation

NAME \_\_\_\_\_

The following rubric sets out the criteria upon which you will be evaluated (a guide for grading your class participation)

MY EVALUATION OF MY PARTICIPATION, based on this rubric is \_\_\_\_\_  
 (THE PROFESSOR'S EVALUATION OF MY PARTICIPATION, based on this rubric is \_\_\_\_\_ )

Grade out of 100 (10%) of course grade is the average of the two scores.

| <b>A+ (100 points)</b>  | <b>A (90 points)</b>   | <b>B (80 Points)</b>   | <b>C (60 points)</b>   | <b>D (50 points)</b>  | <b>F (0 points)</b>   |
|---|--|--|--|---|---|
| Actively supports, engages and listens to peers (ongoing)                                       | Actively supports, engages and listens to peers (ongoing)                                | Makes a sincere effort to interact with peers (ongoing)                          | Limited interaction with peers   | Virtually no interaction with peers   | No interaction with peers   |
| Arrives fully prepared at every session; obvious that pre-class readings were done and engaged  | Arrives fully prepared at almost every session   | Arrives mostly, if not fully, prepared (ongoing)                                 | Preparation, and therefore level of participation, are both inconsistent         | Rarely prepared   | Never prepared  |
| Plays an active role in discussions (ongoing)   | Plays an active role in discussions (ongoing)  | Participates constructively in discussions (ongoing)                             | When prepared, participates constructively in discussions                        | Rarely participates, demonstrates a noticeable lack of interest (on occasion) | Never participates, demonstrates a noticeable lack of interest in the material (on going) |
| Comments advance the level and depth of the dialogue (consistently)                             | Comments occasionally advance the level and depth of the dialogue                        | Makes relevant comments based on the assigned material (ongoing)                 | When prepared, makes relevant comments based on assigned material                | Comments are generally vague or drawn from outside the assigned material      | Never contributes (voluntary) comments to the discussion                                  |
| Group dynamic and level of discussion are consistently better because of the student's presence | Group dynamic and level of discussion are often better because of the student's presence | Group dynamic and level of discussion are not affected by the student's presence | Group dynamic and level of discussion are not affected by the student's presence | Group dynamic and level of discussion are harmed by the student's presence    | Group dynamic and level of discussion are significantly harmed by the student's presence  |

## Appendix #2: ICS 499 Reading Log

NAME \_\_\_\_\_

| DATE   | Reading Log due on Moodle on Monday, April 10, 11 am   | % read on time | % read late |
|--|--|----------------|-------------|
| <b>Week One</b><br>Jan 18 (before Moodle discussion)     | <ul style="list-style-type: none"> <li>• Hofstede, “National Cultures in Four Dimensions” (on Moodle)</li> <li>• Hofstede’s Cultural Dimensions<br/><a href="https://www.mindtools.com/pages/article/newLDR_66.htm">https://www.mindtools.com/pages/article/newLDR_66.htm</a>Discussion</li> <li>• Recommended: <a href="https://geert-hofstede.com/national-culture.html">https://geert-hofstede.com/national-culture.html</a></li> </ul> |                |             |
| <b>Week Two</b><br>Jan. 25 (before Moodle discussion)    | <ul style="list-style-type: none"> <li>• McCord, chs. 1-6</li> </ul>   |                |             |
| <b>Week Three</b><br>Feb. 1 (before Moodle discussion)   | <ul style="list-style-type: none"> <li>• Agar, “Culture Blends” (on Moodle)</li> <li>• McCord, chs. 7-10</li> </ul>  |                |             |
| <b>Week Four</b><br>Feb. 8 (before Moodle discussion)    | <ul style="list-style-type: none"> <li>• McCord, chs. 11-16</li> </ul>   |                |             |
| <b>Week Five</b><br>Feb. 15 (before Moodle discussion)   | <ul style="list-style-type: none"> <li>• Kimber, “Healthy Reentry” (on Moodle)</li> <li>• Kostohryz et al. “More than a Vacation” (on Moodle)</li> <li>• Selby et al. “Resilience in Returning Missionaries” (on Moodle)</li> </ul>  |                |             |
| <b>Week Six</b><br>Mar. 1 (before Moodle discussion)     | <ul style="list-style-type: none"> <li>• Miller, ch. 1</li> <li>• Scazzero, chs. 1-3</li> </ul>  |                |             |
| <b>Week Seven</b><br>Mar. 8 (before Moodle discussion)   | <ul style="list-style-type: none"> <li>• Miller, ch. 2</li> <li>• Scazzero, chs. 4-6</li> </ul>  |                |             |
| <b>Week Eight</b><br>Mar. 15 (before Moodle discussion)  | <ul style="list-style-type: none"> <li>• Scazzero, chs. 7-9</li> </ul>   |                |             |
| <b>Week Nine</b><br>Mar. 22 (before Moodle discussion)   | <ul style="list-style-type: none"> <li>• Miller, chs. 3-4</li> </ul>   |                |             |
| <b>Week Ten</b><br>Mar. 28 (before Moodle discussion)    | <ul style="list-style-type: none"> <li>• Miller, chs. 5-6</li> </ul>   |                |             |
| <b>Week Eleven</b><br>April 5 (before Moodle discussion) | <ul style="list-style-type: none"> <li>• Scazzero, ch. 10</li> <li>• Miller, ch. 7</li> </ul>  |                |             |
| <b>Week Twelve</b><br>April 10 (before class)            | <ul style="list-style-type: none"> <li>• Anderson (whole book)</li> </ul>  |                |             |



## Ambrose University Academic Policies:

### Communication

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

### Registration

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

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

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

### Exam Scheduling

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

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student

to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### Academic Policies

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

### Extensions

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

### Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

### Academic Integrity

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

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