

Course ID:	Course Title:	Fall 2017
BUS250	Organizational Behaviour	Prerequisite: BUS100
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Wed & Fri	Instructor:	Dr. Tim Vanderpyl, DSL, CPHR	First day of classes:	Wed, Sep 6, 2017
Time:	2.30pm – 3.45pm	Email:	Tim.Vanderpyl@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Sep 17, 2017
Room:	A2210	Phone:	403.462.9364 (call or text)	Last day to request revised exam:	Mon, Oct 23, 2017
Lab/ Tutorial:	N/A	Office:	L2052	Last day to withdraw from course:	Mon, Nov 13, 2017
Office Hours:	N/A	Office Hours:	By appointment only	Last day to apply for coursework extension:	Mon, Nov 20, 2017
Final Exam:	Wed, Dec 13 (1300-1600). Room A2131			Last day of classes:	Fri, Dec 8, 2017

Course Description

This course introduces students to the theory of organizational behaviour (the study of people at work in organizations). It examines the behaviours of individuals working alone or in teams, and how organizations' characteristics, management practices and other factors influence this behaviour, and ultimately organizational effectiveness. It also examines the process of organizational change.

Expected Learning Outcomes

1. Achieve a sound understanding of the basic theories, principles and concepts that encompass both conventional and sustainable Organizational Behaviour (OB)
2. Have an opportunity to learn about yourself and others
3. Gain a realization that OB permeates every aspect of organizational life
4. Practice skills for more effective communication and interaction with others
5. Appreciate how a strong foundation in OB can give an advantage in the business world to both the individual and the organization

Instructor Comments

Organizations are complex entities and we will wrestle with "How" they are built throughout the semester. This course will give you a foundation for understanding organizations that will help you out no matter where your educational journey and future work career takes you.

The course will utilize readings, lectures, case studies, and class discussions throughout the semester to ensure the content is learned and synthesized. You are expected to show a high level of commitment to the course by carefully reading the assigned material **before** coming to class each day. This will enable you to contribute constructively to class discussions and maximize the experience for all class participants.

Textbooks

Neubert, M.J., Dyck, B., Waller, M.J. & Medcof, T. (2016). *Organizational behaviour* (Canadian Edition). Hoboken, NJ: John Wiley & Sons.

Burkus, D. (2016). *Under new management: How leading organizations are upending business as usual*. Boston: Houghton Mifflin Harcourt.

Course Schedule

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

Date	Class Topic/Chapter Title	Readings (to be done before class)
Sep 6th	Course Overview & Introduction	N/A
Sep 8th	Putting People First	Neubert Chapter 1
Sep 13th	Exploring the Landscape of OB	Neubert Chapter 2 Burkus Introduction
Sep 15 th	Understanding Individual Attributes (Part One)	Neubert Chapter 3
Sep 20 th	Understanding Individual Attributes (Part Two)	Neubert Chapter 3
Sep 22 nd	Considering Individual States Assignment #1 (Article Analysis) due at midnight	Neubert Chapter 4
Sep 27 th	No Class: Spiritual Emphasis Day	
Sep 29 th	No Class: Soul of the Next Economy Forum. Please plan to attend (see Assignment 2)	
Oct 4 th	Motivating Individuals	Neubert Chapter 5 Burkus Chapter 5
Oct 6 th	Making Decisions	Neubert Chapter 6
Oct 11 th	Guest Speaker	N/A

Oct 13 th	Leading Self	Neubert Chapter 7
Oct 18 th	Understanding Relationships	Neubert Chapter 8
Oct 20 th	Leading Others / Leading Groups & Teams (Part One)	Neubert Chapter 9 Neubert Chapter 10 Burkus Chapter 12
Oct 25 th	Leading Groups and Teams (Part Two) Assignment #2 due at midnight Midterm Review	Neubert Chapter 10
Oct 27 th	Midterm	N/A
Nov 1 st	Guest Speaker – Joel Armitage	N/A
Nov 3 rd	Communicating with Purpose	Neubert Chapter 11
Nov 8th & 10th	Fall Break – No classes	
Nov 15 th	Understanding Organizational Culture and Structure Developing Organizational Culture and Structures	Neubert Chapter 12 & 13 Burkus Chapter 9
Nov 17 th	Motivating with Systems	Neubert Chapter 14
Nov 22 nd	Assignment #3 (Written Component) due at start of class Assignment #3 Presentations	N/A
Nov 24 th	Assignment #3 Presentations	N/A
Nov 29 th	Leading Organizational Change	Neubert Chapter 15
Dec 1 st	Creating Organizations	Neubert Chapter 16
Dec 6 th	Guest Speaker	
Dec 8 th	Last Class: Semester Review	N/A
Dec 13 th	Final Exam	

Requirements

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

Class Participation/Attendance	15.0%
Assignment #1 - Article Analysis	10.0%
Assignment #2 – Sustainable Org Behaviour Report	25.0%
Assignment #3 - Group Facilitated Chapter Discussion	15.0%
Midterm (cumulative)	15.0%
Final Exam (cumulative)	20.0%

Note: To pass the course, students must achieve an overall grade of at least 50% and receive a passing grade on the average of all individual assignments.

Grade Summary

The available letters for course grades are as follows:

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

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

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

Attendance & Class Participation (15%)

I like and expect participation in the classroom. Please come to class prepared to engage in conversations with myself and the other students. I will often bring forward real-world situations into the classroom, using the group as consultants for my real-world work and past experiences. The textbooks will be extremely valuable to our learning this semester, but I am also interested in everyone learning “how” to apply the textbooks to your real-world work, now and in the future. The expectation is that students will learn from me, from the course materials, and from each other.

As such, every student is expected to attend all classes and participate actively in class discussions. In general, to “participate” means to contribute, in class, to the collective conversation. This requires that all of the readings be completed in advance of all of the classes. If you do not complete these readings, it will be obvious in the class discussions. I may note that class as an absence. I will also use the Group Discussions component of your grade to assess your individual contribution to the group assignments.

For the classes with guest speakers, I will expect all students to come prepared with questions about topics pertaining to the guest speaker’s expertise. You will be provided with information about the guest speakers ahead of the class they speak in. I reserve the right to ask questions on the midterm / final exam about the topics the guest speakers speak about.

Absences on presentation days will count as two absences.

If external circumstances or illness prevent you from attending or adequately preparing for a class, please let me know so that this can be taken into account, as repeated absences from class will negatively impact your individual participation grade. It remains my sole discretion to determine whether any absence(s) will affect the Attendance component of the final grade.

Grading Rubric – Class Participation/Attendance

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Attendance (40%) (Excludes certain excused absences such as Ambrose athletic teams practices and out-of-town games)	Attends all classes or misses 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 (60%) 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.

Assignment #1 – Article Analysis (10%)

Research into Organizational Behaviour (OB) areas continues to emerge and practitioners need to stay up-to-date with emerging research and thoughts in this area. This assignment requires you to find an article related to the course topics and to provide an analysis / summary of this article. This assignment includes three parts:

Part One: Select an Article

The article must be from a reputable academic journal and must be about a OB related topic, with original research integrated into the article. This means that the authors are contributing new research to the OB field, not just reviewing other research or espousing their opinions about OB topics. If in doubt, please check with me before completing the assignment.

Once you have selected your article, please post the name (and citation/link) of the article in Moodle to reserve it for yourself. Duplicate articles will not be accepted. First come, first serve. Please check Moodle to see if any of your fellow students have already selected the same article before starting on the assignment. The person who posts first will be allowed to do the assignment on that article. If someone has already claimed the article, then find another one.

Part Two: Review and Analyze the Article

Once an article is selected, you will write a 500 word (minimum) to 700 word (maximum) summary and analysis of the article. Your summary must include the following elements (hint, the bolded titles below should be your headings):

1. **Title:** Title of article and academic citation (with link if applicable)
2. **Why This Article?:** Briefly outline why you picked the article and how it relates to the course content (one paragraph)
3. **Summary:** Summarize the article in your own words, including the research methodology conducted by the authors (one paragraph)
4. **Conclusions:** Summarize the conclusions of the authors and the implications of the article
5. **Implications:** What does this article mean for OB Practitioners?
6. **Critique:** In your own words, tell us what you think of the article and its applicability to OB professionals. Are the findings useful? Is the article pragmatic? Why is it important? Does it conflict with the course material? Do you agree with the authors? Why/why not? I am looking for insight in this section not just a regurgitation of what the article says. Do not just agree with everything in the article because the author said it.

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

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

Grading Rubric – Assignment #1 – Article Analysis (10%)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Completeness and Organization (10%)	All elements of the assignment are included and completed as per the assignment guidelines.	All elements of the assignment are included. Some of the elements are disorganized or missing components.	Elements are somewhat unorganized and are missing components.	Assignment is not complete.
Critical Thinking (50%)	Goes above and beyond in analyzing the article. Student is critical but professional in evaluating the research and findings from the article.	Student identifies the most obvious issues. Student is somewhat critical and professional in evaluating the article.	Raises some of the key issues and identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations.	Student does not address the key issues and does not provide a critical evaluation of the article
Mechanics (40%)	Assignment demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style.	Assignment displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability and usability of the work.	Assignment shows that mechanics are an area of concern. Assignment contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors.	Assignment lacks basic control over mechanics and contains excessive proof-reading errors.

Assignment #2 – Sustainable Organizational Behaviour Report (25%)

Ambrose University along with its partners will be hosting the Soul of the Next Economy Forum on September 29-30, 2017 (<http://www.nexteconomyforum.com>). The central theme underlying the forum is exploring means in which we can create financially, socially, and environmentally sustainable businesses. These businesses create and maximize shareholder wealth but also serve the common good. From the perspective of organizational behaviour, how does that influence how organizations operate?

The focus of the textbook is to examine both conventional and sustainable approaches to organizational behaviour. With this in mind, your assignment is to prepare a 2000-word report on the forum. Attend the forum (both days, if possible) and listen carefully to the kinds of organizations that are presenting. **[Note: If you can't attend all days, be sure to access videos of the session that will be posted online after the Forum.]** What stands out about these organizations? In other words, is there anything different about these organizations? Does their management style function from a conventional or sustainable approach? How does organizational culture influence the company's ability to operate in a sustainable manner? What kind of culture would need to be present for this organization to truly achieve the vision it espouses? In writing your report, be sure to also:

- Briefly highlight one company or organization from the Forum as an example in your report
- Optional (albeit required to receive a 90% or higher): Interview an individual associated with that company or organization and ask them what is the importance of organizational culture in achieving their objectives. Please quote the individual in your report.
- In addition, highlight at least one other company from your external research. Cite sources appropriately.
- As a conclusion, address the importance of conventional versus sustainable organizational behaviour. How important is sustainable OB? What happens if it does not align with the organization's goals?
- Include at least three external sources beyond the two textbooks. We have a very extensive set of corporate social responsibility and sustainability books in our Ambrose library.
- Cite all external sources (except interview quotes) using APA format. There is no need to cite interview quotes in the body of your paper, simply include the reference in your reference or works cited section at the end of the paper.

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

Grading Rubric – Assignment #2 – Report

As noted above, students who do not interview a member of the respective organization they are reviewing will be able to achieve a maximum of 90% on this assignment.

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Interview Complete and Integrated into Paper (10%)	Interview completed and comments from interviewee are synthesized throughout the paper in a logical and thoughtful manner	Interview completed and comments from interviewee are partially or crudely integrated into the paper	Interview complete, but not integrated into paper	Interview not complete (0%)
Completeness, Structure and Organization (10%)	All elements are present. Structure 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.	Most elements are present. 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.	Many elements are not present. Structure is not easy to follow. Transitions need much improvement. Conclusion is missing, or if provided, does not flow from the rest of the assignment.	Student did not follow the directions. 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.
Critical Thinking (50%)	Paper critically evaluates the change effort using course materials. Arguments and opinions presented are thoughtful, challenging and detailed.	Paper evaluates the change effort using course materials but presents obvious points of view. Arguments and opinions are present and are reasonably thoughtful, challenging and detailed.	Paper evaluates the change effort using course materials but is limited in doing so. Arguments and opinions are present but offer limited thoughtful, challenging and/or detailed components.	Paper superficially evaluates the change effort and/or is missing significant aspects of the assignment. Arguments presented are not thoughtful, not challenging and/or not detailed.
Mechanics (30%)	Paper demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style. Formatting of paper is professional and mechanically perfect or close to it.	Paper displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability and usability of the work. Formatting of paper is good and would require some editing before it is considered mechanically perfect.	Paper shows that mechanics are an area of concern. Assignment contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors. Formatting of paper is below average and would require significant editing before it is considered mechanically perfect.	Paper lacks basic control over mechanics and contains excessive proof-reading errors.

Assignment #3 – Facilitated Group Discussion (15%)

David Burkus presents a number of provocative business ideas in his book, *Under New Management*. To gain a more hands-on perspective of the lectures and reading material, students will “teach” their classmates about a specific topic presented in the Burkus textbook. Each group will be assigned a chapter of the Burkus textbook and will lead a discussion with the class about the specific idea that Burkus covers in the chapter.

It is expected that each group will integrate at least three additional sources about the material into the discussion. Note that none of these additional sources can be written by David Burkus. Find other resources or examples of companies that fit with the chapter’s theme. Cite these appropriately in the written component.

Your group will be assessed on the quality and relevance of the external sources, how well this material is integrated with the key concepts of this class, and the degree to which the group involves the rest of the class in the discussion. The combination of the presentation and the class discussion should take a **maximum** of 20 minutes.

Your group must also provide a concise written summary of the key concepts from the chapter and any external sources, a bibliography for the external sources you referenced, and a list of the questions that you plan to ask your classmates as part of your facilitated discussion. This written summary should be a maximum of four pages long.

If you choose to use presentation slides, please include a .pdf copy of the slides in your assignment submission.

Note that you are not expected to agree with Burkus on everything he writes. You are more than welcome to present your own opinions (and preferably, challenging research) that challenges some of Burkus’ conclusions.

These presentations will be scheduled for each group ahead of time, in the second half of the semester.

Grading Rubric – Part One: Written Report (7.5% of final grade)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Completeness, 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.
Critical Thinking (60%)	Identifies the most important arguments, as well as their pros and cons. Thoughtfully analyzes and evaluates major alternative points of view.	Identifies relevant arguments, and their pros and cons. Offers analyses and evaluations of obvious alternative points of view.	Identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations of alternative points of view.	Does not identify counter-arguments. Ignores or superficially evaluates alternative points of view.

Mechanics (20%)	Project demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style. Formatting of memo is professional and ready to present to a Director/CEO.	Project displays good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability and usability of the work. With minor edits, memo is ready to present to a Director/CEO.	Project shows that mechanics are an area of concern. Assignment contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors. Would require significant editing before presenting to a Director/CEO.	Project lacks basic control over mechanics and contains excessive proof-reading errors.
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Grading Rubric – Part Two: Class Presentation (7.5% of final grade)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Communication and Delivery (60%)	Oral presentation delivered with clear, confident, well-paced voice so that all audience members can hear presentation. Awareness of audience demonstrated through physical presence and eye contact (rarely referring to notes or slides). Generate(s) significant enthusiasm about topic. Presenters show significant interest and enthusiasm in topic.	Oral presentation delivered with clear, mostly confident voice so that most audience members can hear presentation. Awareness of audience partially demonstrated through physical presence and eye contact (occasionally referring to notes or slides). 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 or slides 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, Graphics, Structure and Mechanics (40%)	Presentation is made insightfully, creatively or skillfully. Innovatively or expertly prepared graphics used throughout the entire presentation. Presenters explain and reinforce the text and presentation. Information presented in a very logical,	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. Information presented in a mostly logical sequence which audience can mostly follow. Conclusion	Little attempt to provide insight or creativity to the presentation. Graphics seldom used. Student seldom supports the text and presentation. Structure of the presentation is not easy to follow. Conclusion is missing, or if provided, does not flow from the rest of the presentation.	Little attempt to provide insight or creativity. Graphics not used or do support text and presentation. Lack of structure detracts from message of presentation. Points are disjointed and lack transition of thoughts. Presentation has

	interesting sequence which audience can follow. Conclusion flows from the rest of the presentation. Presentation has no misspellings, grammatical errors, or formatting errors.	largely flows from the rest of the presentation. Presentation has no more than three misspellings, grammatical errors, or formatting errors.	Presentation has between four to five misspellings, grammatical errors, or formatting errors.	more than six misspellings, grammatical errors, or formatting errors
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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.