

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2018</b>
<b>BUS250</b>	<b>Organizational Behaviour</b>	<b>Prerequisite: BUS100</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Days:</b>	Wed & Fri	<b>Instructor:</b>	Dr. Tim Vanderpyl, DSL, CPHR	<b>First day of classes:</b>	Thu, Sep 6, 2018
<b>Time:</b>	9.45am – 11.00am	<b>Email:</b>	<a href="mailto:Tim.Vanderpyl@ambrose.edu">Tim.Vanderpyl@ambrose.edu</a>	<b>Last day to add/drop, or change to audit:</b>	Sun, Sep 16, 2018
<b>Room:</b>	A2212	<b>Phone:</b>	403.462.9364 (call or text)	<b>Last day to request revised exam:</b>	Mon, Oct 22, 2018
<b>Lab/ Tutorial:</b>	N/A	<b>Office:</b>	L2052	<b>Last day to withdraw from course:</b>	Mon, Nov 12, 2018
<b>Office Hours:</b>	N/A	<b>Office Hours:</b>	By appointment only	<b>Last day to apply for coursework extension:</b>	Mon, Nov 19, 2018
<b>Final Exam:</b>	Wed, Dec 12 (1300-1600). Room A2141			<b>Last day of classes:</b>	Fri, Dec 7, 2018

### 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. This course will utilize readings, lectures, case studies, in-class debates, and class discussions throughout the

semester to ensure the content is learned and synthesized. In addition, I will bring in a number of real-world HR/OB practitioners as guest speakers to bring the content to life for you.

### Textbooks

Langton, N., Stephen, P.R. & Judge, T.A. (2014). *Fundamentals of organizational behaviour* (Fifth Canadian edition). Toronto: Pearson.

Burkus, D. (2016). *Under new management: How leading organizations are upending business as usual*. Boston: Houghton Mifflin Harcourt. (either the Kindle, hardcover or softcover version is acceptable)

### 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 5	Course Overview & Introduction What is OB?	Langton Chapter 1
Sep 7	History and Landscape of OB	Langton Chapter 1 Burkus Introduction
Sep 12	Personality, Perception and Emotions (Part One)	Langton Chapter 2
Sep 14	Personality, Perception and Emotions (Part Two)	Langton Chapter 2
Sep 19	Attitudes	Langton Chapter 3
Sep 21	<a href="#">Guest speaker – Dan Leffelaar</a>	See Moodle
Sep 26	<b>No Class (Instructor away)</b>	
Sep 28	<b>No Class: Soul of the Next Economy Forum. Please plan to attend (see Assignment 1)</b>	
Oct 3	<b>No Class: Spiritual Emphasis Day</b>	
Oct 5	Motivation <b>Assignment #1 due at class start time</b>	Langton Chapter 4 Burkus Chapter 5
Oct 10	Motivation	Langton Chapter 4 Burkus Chapter 5

Oct 12	Guest speaker – Eric Thomas	See Moodle
Oct 17	Working in Teams (Part One)	Langton Chapter 5 Burkus Chapter 8
Oct 19	Working in Teams (Part Two) <b>Midterm Review</b>	Langton Chapter 5 Burkus Chapter 8
Oct 24	<b>Midterm – In Class</b>	N/A
Oct 26	Communication	Langton Chapter 6 Burkus Chapter 1
Oct 31	Conflict & Negotiation	Langton Chapter 6
Nov 2	Power & Politics <b>Assignment #2 due at 11.59pm</b>	Langton Chapter 7
<b>Nov 7 &amp; 9</b>	<b>Fall Break – No classes</b>	
Nov 14	Leadership	Langton Chapter 8 Burkus Chapter 12
Nov 16	Guest speaker – David Burkus	See Moodle
Nov 21	Leadership	Langton Chapter 8 Burkus Chapter 12
Nov 23	Decision Making & Ethics	Langton Chapter 9
Nov 28	<b>Assignment #3 (Written Component) due at start of class for all groups</b> <b>Assignment #3 Presentations (As per schedule posted in Moodle)</b>	N/A
Nov 30	<b>Assignment #3 Presentations (As per schedule posted in Moodle)</b>	N/A
Dec 5	Organizational culture and change	Langton Chapter 10 Burkus Chapter 9
Dec 7	Last Class: <b>Semester Review</b>	N/A
Dec 12	<b>Final Exam</b>	N/A

## Requirements

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

Class Participation/Attendance	10.0%
Assignment #1 – Article Analysis	7.5%
Assignment #2 – OB Paper	25.0%
Assignment #3 - Group Facilitated Chapter Discussion	17.5%
Midterm (cumulative)	15.0%
Final Exam (cumulative)	25.0%

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.

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. A day is defined as a 24-hour period from the assignment due date. Any exceptions to this rule remain my sole discretion.

## 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	Failure

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.

## Attendance & Class Participation (10%)

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 **ahead of class time** 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 (10%)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
<b>Attendance (40%)</b> (Excludes certain excused absences such as Ambrose athletic team practices and out-of-town games)	Attends all classes or misses one class (100%)  Misses two classes (90%)	Misses three classes (80%)	Misses four classes (70%)  Misses five classes (60%)	Misses six or more classes (0%)
<b>Group Discussions and Contribution Quality (60%)</b>  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 (7.5%)

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 an 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 possible)
2. **Summary:** Summarize the article in your own words, including the research methodology conducted by the authors (one paragraph)
3. **Conclusions:** Summarize the conclusions of the authors and the implications of the article (one paragraph)
4. **Implications:** What does this article mean for OB Practitioners? (one paragraph)
5. **Critique:** In your own words, tell us what you think of the article and its applicability to course content and 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 (7.5%)**

<b>Rubric Criteria (weight)</b>	<b>Excelling (85%–100%)</b>	<b>Accomplished (72%–84%)</b>	<b>Developing (60%–71%)</b>	<b>Beginning (0–59%)</b>
Critical Thinking (60%)	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.  <b>To get 100%:</b> Assignment is perfect mechanically	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 – Organizational Behaviour Paper (25%)

For this assignment, you will write a comprehensive paper on a topic related to the course materials. This paper is meant to be a “capstone” paper for this course. It should be written—and will be graded—at a second-year undergraduate level. An ‘A’ paper will be comprehensive, articulate, insightful and near-flawless mechanically.

Your deliverable will be an 1800-word (minimum) to 2000-word (maximum) paper. This topic should be specific and targeted, and summarized in a clear thesis statement. The paper should weave course materials into it and must follow the topical guidelines below.

You must cite at least three applicable references in your paper, but those must be weaved into a coherent paper that outlines the evidence related to your thesis. All of those references must be from a peer-reviewed / scholarly source (i.e. no blogs, social media posts etc.). Note that you are encouraged to use and cite the two textbooks, but those citations will not count as part of the three required citations.

This paper should be written in either APA style. If you choose the publication option (see below), please write to the WTIR [submission guidelines](#). Spelling and grammar count. Please proofread your paper.

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

### Topic #1 – Organizational Behaviour / Soul of the Next Economy Forum Paper

Ambrose University along with its partners will be hosting the Soul of the Next Economy Forum on September 28, 2018 (<http://www.nexteconomyforum.com/>). The central theme underlying the Forum is exploring the 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 OB, that creates interesting questions of “how” exactly these ideas are implemented and sustained into the respective organizations.

Many different organizations attend and participate in the Forum. You will write about one of these organizations, and what that specific organization, or person in that organization, is doing to promote sustainable OB. Your report should address question such as: What are the leaders doing differently? What evidence do you find that this organization is promoting sustainable OB practices? How does organizational culture influence the company’s ability to operate in a sustainable manner? What kind of organizational culture would need to be present for this organization to truly achieve the vision it espouses? How important is sustainable OB to this organization?

You are strongly encouraged to interview an individual associated with that company or organization about the above questions. This interview is not required but the effort put into gathering information will be considered when I grade your paper. There is no need to cite interview quotes in the body of your paper; simply include the interview details in your reference or works cited section at the end of the paper.

**Publication Option:** The Western Talent & Innovation Review (WTIR) is partnering with the Soul Forum on a special edition. If you wish to publish your article, you may choose to write to the WTIR guidelines and submit your article to the WTIR editorial board for consideration. Additional details will be provided in class on this option.

### Topic #2 – Sustainable OB Topical Paper

If you are unable to attend the Soul of the Next Economy Forum for an approved reason, you must consult with me. I will provide you with an alternative assignment. Note that this option must be pre-approved and it remains my sole discretion as to what I deem to be an approved reason to miss the Forum. If you do not show up at the forum without an approved reason, you may be given a zero on this assignment.



**Grading Rubric – Assignment #2 – OB Paper (25%)**

<b>Rubric Criteria (weight)</b>	<b>Excelling (85%–100%)</b>	<b>Accomplished (72%–84%)</b>	<b>Developing (60%–71%)</b>	<b>Beginning (0–59%)</b>
<b>Interview Complete and Integrated into Paper (or other creative elements shown) (10%)</b>	<p>Interview completed and comments from interviewee are synthesized throughout the paper in a logical and thoughtful manner</p> <p>In lieu of the interview, other creative elements are shown and integrated throughout the paper.</p>	<p>Interview completed and comments from interviewee are partially or crudely integrated into the paper.</p> <p>Some creative elements are shown in lieu of an interview</p>	<p>Interview complete, but not integrated into paper</p> <p>Few other creative elements are shown in lieu of an interview</p>	<p>Interview not complete. No other creative elements shown (0%)</p>
<b>Critical Thinking (60%)</b>	<p>Paper critically evaluates the change effort using course materials. Arguments and opinions presented are thoughtful, challenging and detailed.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<b>Mechanics (30%)</b>	<p>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.</p> <p><b>To get 100%:</b> Paper is perfect mechanically</p>	<p>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.</p>	<p>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.</p>	<p>Paper lacks basic control over mechanics and contains excessive proof-reading errors.</p>

### Assignment #3 – Facilitated Group Discussion or Video (17.5%)

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 choose a chapter of the Burkus textbook and will teach the class about the specific idea that Burkus covers in the chapter. I expect engagement, creativity and an interesting perspective on the respective chapter.

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.

It is expected that each group will integrate at least three additional sources about the material into both components. 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 must also provide a concise written summary of the key concepts from the chapter and a bibliography for the external sources you referenced. This written summary should be a maximum of four pages long.

You will have two options to present the chapter to the other students

#### Option #1 – In Class Presentation

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 length of this presentation will likely be 15-20 minutes. The exact length will be determined by the final enrolment in this class and I will notify you of this in the assignment guidelines in Moodle. If you choose to use presentation slides, please include a .pdf copy of the slides in your assignment submission.

#### Option #2 – Video

In this option, you will create and produce a video that showcases the respective chapter and teaches its concepts to the rest of the class. You will have full creative reign over this component and how you present the information. On the designated presentation day, you will showcase your video to the rest of the class. You must also arrange to provide me with a downloadable copy of the video by the end of the class you showcase it in. There is no minimum length of the video, but it must not be longer than 20 minutes.

For this option, I expect full participation from all group members but not all group members have to be onscreen. In addition to the written summary noted above, please provide me with a short summary (one page maximum) that outlines the specific roles each group member played in producing the video.

#### Grading Rubric – Part One: Written Report (5.0% of final grade)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
<b>Critical Thinking (75%)</b>	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.
<b>Mechanics (25%)</b>	Project demonstrates mastery over the basics in sentence completeness,	Project displays good control over mechanics, although some areas may still need sentence-	Project shows that mechanics are an area of concern. Assignment contains a moderate	Project lacks basic control over mechanics and

	structure, variety, word choice, punctuation, and writing style.  <b>To get 100%:</b> Report is perfect mechanically	level revision. Minor errors do not detract from readability and usability of the work.	number of grammatical, punctuation, spelling, formatting and writing style errors.	contains excessive proof-reading errors.
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**Grading Rubric – Part Two: Class Presentation (12.5% of final grade)**

<b>Rubric Criteria (weight)</b>	<b>Excelling (85%–100%)</b>	<b>Accomplished (72%–84%)</b>	<b>Developing (60%–71%)</b>	<b>Beginning (0–59%)</b>
<b>Communication and Delivery (75%)</b>	<p>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.</p> <p>Strong creative elements are shown and integrated throughout the presentation/video</p>	<p>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.</p> <p>Some creative elements are shown and integrated throughout the presentation/video</p>	<p>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.</p> <p>Few creative elements are shown and integrated throughout the presentation/video</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. 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.</p> <p>No creative elements are shown and integrated throughout the presentation/video</p>
<b>Creativity, Graphics, Structure and Mechanics (25%)</b>	<p>Presentation/video 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, interesting sequence</p>	<p>A good attempt is made to provide insight or creativity to the presentation/video. 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</p>	<p>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.</p>	<p>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.</p>

	<p>which audience can follow. Conclusion flows from the rest of the presentation.</p> <p>Presentation has minimal spelling, grammar and/or formatting errors</p>	<p>largely flows from the rest of the presentation.</p> <p>Presentation has few spelling, grammar and/or formatting errors</p>	<p>Presentation has many spelling, grammar and/or formatting errors</p>	<p>Presentation has an unacceptable number of spelling, grammar and/or formatting errors</p>
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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](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.