

Course ID:	Course Title:	Winter 2020
SC 625	Professional Ethics – Directed Study	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Friday	Instructor:	Pam Nordstrom, PhD	First day of classes:	Friday, Jan 10
Time:	0815 - 1100	Email:	Pam.nordstrom@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Jan 19
Room:	L2100	Phone:	403-410-2927	Last day to request revised exam:	Mon, Mar 9
Lab/ Tutorial:		Office:	L2051	Last day to withdraw from course:	Fri, Mar 20
		Office Hours:	Appointment required	Last day to apply for coursework extension:	Mon, Mar 30
Final Exam:				Last day of classes:	Friday, Apr 3

Course Description

Exploration of the ethical development of persons in the helping professions, particularly within the context of Christian ministry. We will explore professional ethics in situations involving informed consent, confidentiality, conflict of interest, honesty, whistle blowing, and public trust. The impact of accountability on individuals, employers, and professional ethical standards will be considered within the context of contemporary social issues.

Expected Learning Outcomes

The learning goals of this course are in alignment with the four key goals of the Seminary. Through engagement in this course, students will:

- Understand how their beliefs influence their understanding of professional ethics and why that matters in a helping profession
- Be centered in a life of love of neighbour
- Be empowered to serve effectively in the place where their deep joy and the world's deep need meet
- Be equipped for reflective engagement in God's work

Upon successful completion of this course, students will be able to:

- Evaluate critically central issues in professional ethics
- Critically analyze professional ethical standards/codes within the context of select contemporary social issues
- Critically analyze ethical decision-making models and apply to practical situations
- Recognize appropriate boundaries in a professional relationship

- Identify the issues related to informed consent, confidentiality, client rights, conflict of interest, honesty, whistleblowing and public trust
- Articulate their understanding of what it means to be an ethical practitioner in the helping professions (e.g., as a chaplain)

Textbooks

Students are advised to read broadly for this course. The quantity that you need to read depends on how well read you are in this area and if you have done other ethics courses. If this is your first ethics course, then you may need to read more to meet the outcomes for a graduate level course. The required articles can be located on the course Moodle site or as e-books through the Ambrose Library.

Required

Allen, B. & Odlum F. (2019, Oct. 25). *Regina pastor expelled over “abuse of power”, sexually explicit texts*. CBC News. Retrieved from <https://www.cbc.ca/>

Beauchamp, T. (2010a). The four principles approach to health care ethics (Chapter 3). *Standing on Principles: Collected Essays* (pp. 35-49). New York: Oxford University Press. (e-book)

Beauchamp, T. (2010b). Informed consent: Its history and meaning. (Chapter 4). *Standing on Principles: Collected Essays* (pp. 50-78). New York: Oxford University Press. (e-book)

Beauchamp, T. (2010c). When hastened death is neither killing nor letting die (Chapter 7). *Standing on Principles: Collected Essays* (pp. 120-131). New York: Oxford University Press. (e-book)

Bok, S. (2017). Lying and lies to the sick and dying. In C. Martin, W. Vaught & R. Solomon. *Ethics across the professions: A reader for professional ethics* (2nd ed.). (pp. 200—211). New York: Oxford University Press.

Canadian Association for Spiritual Care. (2016, Dec. a). *Guidelines for spiritual care practitioners and psycho-spiritual therapists in responding to inquiries regarding medical assistance in dying (MAID)*. Oakville, ON :Author. Retrieved at: <https://spiritualcare.ca/flow/uploads/2016/MAID%20docs/Guideline-for-SC-in-responding-to-request-for-MAID-final-Dec-7-2016.pdf>

Canadian Association for Spiritual Care. (2016, Dec. b). *Responding to clients considering or requesting medical assistance in dying (MAID)*. Oakville, ON: Author. Retrieved at: <https://spiritualcare.ca/flow/uploads/2016/MAID%20docs/A-Resource-Paper-on-MAID-Dec-4-2016-final.pdf>

Carey, L., Willis, M., Krikheli, L., & O’Brien, A. (2015). Religion, health and confidentiality: An exploratory review of the role of chaplains. *Journal of Religion and Health*, 54(2), 676-692.

Carlson, B., Simopolous, N., Goy, E., Jackson, A., & Ganzini, L. (2005). Oregon hospice chaplains’ experiences with patients requesting physician-assisted suicide. *Journal of Palliative Medicine*, 8(6), 1160-1166.

- Chochinov, H. & Frazee, C. (2016). Finding a balance: Canada's law on medical assistance in dying. *The Lancet*, 399 (10044), 543-545.
- Frangou, C. (2017, April 7). Life and how to leave it: The last day in the life of an ordinary man who decided he wanted to die. *Calgary Herald: Swerve*. Retrieved at <http://calgaryherald.com/life/swerve/life-and-how-to-leave-it-the-last-day-in-the-life-of-an-ordinary-man-who-decided-he-wanted-to-die>
- Goy, E., Carlson, B., Simopoulos, N., Jackson, A., & Ganzini, L. (2006). Determinants of Oregon hospice Chaplains' views on physician-assisted suicide. *Journal of Palliative Care*, 22(2), 83 – 90.
- Jackson, J. (1991). Telling the truth. *Journal of Medical Ethics*, 17, 5-9. <http://dx.doi.org/10.1136/jme.17.1.5> Retrieved at: <http://jme.bmj.com>
- Justice, J. & Garland, D. (2010). Dual relationships in congregational practice: Ethical guidelines for congregational social workers and pastors. *Social Work and Christianity*, 37 (4), 437-445.
- Lewis, C.S. (2017). The inner ring. In C. Martin, W. Vaught & R. Solomon. *Ethics across the professions: A reader for professional ethics* (2nd ed.). (pp. 429-432). New York: Oxford University Press.
- Meisel, A., & Kuczewski, M. (2017). Legal and ethical myths about informed consent. In C. Martin, W. Vaught & R. Solomon. *Ethics across the professions: A reader for professional ethics* (2nd ed.). (pp. 145-151). New York: Oxford University Press.
- Mohrmann, M. (2008). Ethical grounding for a profession of hospital chaplaincy. *Hastings Centre Report*. 38(6), 18-23.
- Mount, B., Boston, P., & Cohen, S.R. (2007). Healing connections: On moving from suffering to a sense of well-being. *Journal of Pain and Symptom Management*, 33(4), 372- 388.
- Shellnutt, K. & Eekhoff Zylstra, S. (2017, December 3). Ravi Zacharias responds to sexting allegations, credentials critique. *Christianity Today*. Retrieved from: <http://www.christianitytoday.com/news/2017/december/ravi-zacharias-sexting-extortion-lawsuit-doctorate-bio-rzim.html>
- Smietana, B. (2018, March 22). Bill Hybels accused of sexual misconduct by former Willow Creek leaders. *Christianity Today*. Retrieved from: <https://www.christianitytoday.com/news/2018/march/bill-hybels-misconduct-willow-creek-john-nancy-ortberg.html>
- Smietana, B. (2018, August 8). Willow Creek elders and Pastor Heather Larson resign over Bill Hybels. *Christianity Today*. Retrieved from: <https://www.christianitytoday.com/news/2018/august/willow-creek-bill-hybels-heather-larson-elders-resign-inves.html>

Recommended:

Beauchamp, T. & Childress, J. (2001). *Principles of biomedical ethics* (5th ed.). New York: Oxford University Press. ISBN: 0-19-514332-9

Corey, G., Schneider Corey, M., Corey, C. & Callanan, P. (2015). *Issues and ethics in the helping professions* (9th ed.). Belmont, CA: Brooks/Cole. ISBN: 13:978-1-305-38945-8

Martin., C., Vaught, W., & Solomon, R. (2017). *Ethics across the professions: A reader for professional ethics* (2nd ed.). New York: Oxford University Press. ISBN: 9780190298708 9

Strom-Gottfried, K. (2016). *Straight talk about professional ethics* (2nd ed.). New York: Oxford University Press. ISBN:978-0-190615-47-5

Young, R. (2007). Chapter 7: Professional integrity and voluntary medically assisted death. *Medically assisted death*. (pp. 113 – 136). Cambridge: Cambridge University Press. Retrieved from <https://ebookcentral-proquest-com> through Ambrose library.

Copies of the Code of Ethics from the following organizations:

- Canadian Association of Spiritual Care (<http://www.spiritualcare.ca>)
- Canadian Nurses Association <<https://www.cna-aic.ca/html/en/Code-of-Ethics-2017-Edition/files/assets/basic-html/page-1.html>>
- Canadian Medical Association <https://www.cma.ca/Assets/assets-library/document/en/advocacy/policy-research/CMA_Policy_Code_of_ethics_of_the_Canadian_Medical_Association_Update_2004_PD04-06-e.pdf>
- Canadian Psychological Association <http://www.cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf>
- Canadian Association of Social Workers <https://casw-acts.ca/sites/casw-acts.ca/files/attachements/casw_code_of_ethics.pdf>
- Christian and Missionary Alliance in Canada. *Manual of the Christian and Missionary Alliance in Canada 2019* <<https://www.cmacan.org/wp-content/uploads/2018/08/cma-manual-2018.pdf>> and *A Call to Excellence: Code of Ethics for Official Workers of The Christian and Missionary Alliance in Canada* <<https://www.cmacan.org/wp-content/uploads/2018/08/a-call-to-excellence-2018.pdf>>

Course Schedule

Date	Topic	Reading	Guests/Assignments/Notes
January 10	Course Introduction, Syllabus Central Issues in Professional Ethics	Beauchamp (2010a, Chp 3) Frangou	
January 17	Working with marginalized populations		Guest: Rev. Bud Sargent (Chaplain at Mustard Seed, formerly with Bowden Institution)
January 24	Class Cancelled		Work on assignments
January 31	Professions & their Codes of Ethics	Mohrmann CASC Code of Ethics	Locate samples of Professional Codes of Ethics
February 7	Decision-making models		Assignment Due: - <i>Ethics in the News #1</i>

February 14	Privacy & Confidentiality	Carey, et al	Guest: Rev. Dr. Philip Behman (Chaplain, Alberta Children's Hospital)
February 21	Reading Week		
February 28	Informed Consent	Beauchamp (2010b, Chp 4) Meisel & Kuczewski	Assignment Due: <i>Ethics in the News #2</i> Assignment Due: Reflective paper
March 6	Conflict of Interest & Whistle blowing	Allen & Odlum Shellnutt & Eekhoff Zylstra Smietana (March & August)	Assignment Due: <i>Ethics in the News #3</i>
March 13	Class Cancelled		Work on research paper
March 20	Truth-telling, Professional relationships & boundaries	Bok Jackson Justice & Garland	Guest: Rev. Daranne Harris (compassion research, formerly Chaplain at Bethany Care Society)
March 27	Self-determination, MAiD	Beauchamp (2010c, Chp 7) Carlson, et al CASC (2016 a & b) Chochinov & Frazee Goy, et al Mount, Boston & Cohen	Guest: Dr. Eleanor Foster (Palliative Consulting Physician AHS)
April 3	Ethical Habits & Summary	Lewis	Assignment Due: Reading list Assignment Due: Research paper

Course Requirements and Evaluation:

The following five (5) course elements are required to receive a passing grade – that is, they are not optional. The weighting of assignments is as follows:

Course Activity	Weight
Attendance and Participation	15
Ethics in the News	15
Reflective Paper	15
Reading List	15
Research Paper	40
Total	100%

Attendance and Participation – 15%

For the Directed Reading offering of this course, this course activity will relate to participation with the course guests. The best learning opportunities are created when we are committed to being present and engaged in the learning activities. Engagement means being prepared to enter discussions about readings and your perspectives on the topics and pose relevant questions that advance understanding of the topic.

There are 5 guests lined up for the course. There are a maximum of 8 points awarded per session for a total of 40 possible points. Your participation with the guests is mandatory.

Attendance and Participation Assessment Rubric /40 (maximum of 4 points/session x 10 sessions)

Points	Evidence
8	Contributions are timely, relevant, self-initiated, remarks are offered on all discussions, there is no attempt to dominate the conversation
6	Student generally keeps up with the discussion, needs occasional prompting to contribute, participates in some discussions more than others
4	Participation is irregular, doesn't engage in all topics, offers short, perfunctory remarks when prompted, takes limited initiative
0 or 1	Rarely participates freely, makes short, irrelevant remarks, or attempts to dominate the conversation

Ethics in the News – 15% Due: February 7, 28 and March 6

Provide three oral presentations about three different current news stories relevant to professional ethics. Briefly provide a description of the issue according to the news (reference your source), using Beauchamp and Childress's four ethical principles identify the ethical dilemma(s) for the helping professions, and consider how you might approach the situation if you were the helping professional. Each presentation should be about 5 minutes, but no longer than 10 minutes. You may choose to use Power Point, but it is not required.

Ethics in the News Assessment Rubric /15 (maximum of 5 points/session x 3 sessions)

Points	Evidence
5	Demonstrates excellence in grasping key concepts relevant to the news item, readily offers interpretations using concepts from course, references related news items and other sources that contribute to understanding of the ethical dilemma
4	Shows evidence of understanding the relevance of most of the major course concepts to the news item, provides a basic level of support for opinions
3	Has mostly shallow grasp of how the course content relates to the news item, offers limited level of support for arguments
0 or 1	Shows no significant understanding of the course material, does not contribute news articles

Reflective Paper – 15% Due: February 28, 2020

Review two movies or books (or a movie and a book) that focus on professional ethical issues. You may select from the list below or choose alternative resources with the prior approval of the instructor.

- Bosanquet, S. (Producer), & Nichols, M. (Director). (2001). *Wit* [Motion picture]. United States: HBO Films.
- Denhollander, R. (2019). *What is a girl worth?: My story of breaking the silence and exposing the truth about Larry Nassar and USA gymnastics*. Carol Stream, IL: Tyndale Momentum. ISBN 978-1-4964-4133-1
- Fink, S. (2013). *Five days at Memorial: Life and death in a storm-ravaged hospital*. New York: Crown. ISBN 978-0-307-71896-9
- Eastwood, C. (Producer and Director). (2004). *Million Dollar Baby* [Motion picture]. United States: Warner Brothers.

The, using the rubric provided below, write a 750 word paper. Identify a primary ethical issue that appears in both sources and how it is developed in the stories. Write your own appraisal of how the issue is resolved in each story. Indicate how you as a helping professional would resolve the dilemma. Describe how your personal values interface with the professional values. The paper should be double spaced. Submit through Moodle using Word.

Reflective Paper Grading Rubric /100

APA Style-The paper follows APA style in the presentation and organization of the paper	12
Identify a primary ethical issue that appears in both stories and state why the topic is important	8
Demonstrate knowledge of relevant ethical principles and standards in addressing the topic	24
Appraise how the ethical dilemma is resolved in both sources (it will usually involve conflict between principles or between interests of different parties)	12
Demonstrate how you would resolve the dilemma (e.g., how you apply your knowledge and ethical decision-making skills)	28
Describe how your personal values interface with the professional values and whether this presents any dissonance or personal conflict for you. What changes in the dilemma described could have made it easier, or more difficult, for you personally?	16
Total	100

Reading List – 15% Due: April 3, 2020

To develop an understanding of professional ethics, and specifically the topics in this course, it is necessary to read broadly from books and journal articles and other sources of information. As a graduate student, you are encouraged to develop your own reading list. Report on your reading in the course topics using a Reading Log and include the reference in APA format and provide a brief reflection about the reading (e.g., quality of scholarship, readability, implications for helping professions, etc.). This list should include only readings that are beyond the list of required readings. Include in your list any Professional Code of Ethics you read or Chaplain position descriptions you locate that describe the scope of responsibilities and therefore perhaps the nature of the issues they may encounter (e.g., hospitals, homeless shelters, penal system, community centres, etc.).

Course Topics	Complete Reference (APA format)	Reflections on the Reading
Central Issues in Professional Ethics		
Professions & their Codes of Ethics		
Truth-telling, Informed Consent		
Decision-making models		
Privacy & Confidentiality		
Professional relationships & boundaries		
Conflict of Interest & Whistleblowing		
Self-determination, MAiD		
Ethical Habits		

Reading List Assessment Rubric/20

Points	Evidence
20	Provided reflections on more than 4 readings for each course topic from a variety of sources
15	Provided reflections on 2-4 readings for more than half of the course topics from limited sources
10	Provided reflections on 2 readings for less than half of the course topics
0	No evidence of additional reading

Research Paper – 40% Due: April 3, 2020

Students will submit the research paper on the last day of class. Choose a current ethical issue/dilemma/conflict encountered by helping professionals (it could be one of the news items we reviewed in class). Provide an ethical analysis of the issue, being sure to include:

- a definition of the issue/problem and its scope (who does it affect) and magnitude (how big of an issue is this)
- indicate if there are legal references to the issue
- indicate what ethical principles should be applied to the problem
- indicate the particular problems this issue raises for helping care professionals.
- Given the above information, how would a chaplain or other helping care professional best deal with the issue? (Reference at least one profession's Code of Ethics and a relevant position description that gives work place context as an example of how the issue impacts decision-making.)
- Include a reference list using APA format for citations (minimum of 10 sources from outside of the required class readings)

The paper will be no longer than 10 – 12 pages, double spaced, not including the title page and references.

See rubric for grading the research paper to familiarize yourself with the grading standards that will be applied by the instructor.

Submit through Moodle using Word.

Late assignments will lose 5% per day (to a maximum of 10%), unless an extension has been given because of illness or other unavoidable extenuating disruption. If you require an extension speak to me prior to the due date. No assignment will be accepted later than 2 days after the due date.

The grading rubric for the research paper is at the end of this document.

Grade Summary:

The available letters for course grades and the conversion scale for percentages to grades are as follows:

Percentage*	Letter Grade	Description
97-100	A+	
94-96	A	Excellent
90-93	A-	
85-89	B+	
80-84	B	Good
75-79	B-	
70-74	C+	
65-69	C	Satisfactory
60-64	C-	
55-59	D+	
50-54	D	Minimal Pass
0-49	F	Fail

- No decimal points will be calculated.

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.

Rubric for Grading the Research Paper

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Unsatisfactory (D)
Argumentation (/80)				
Use of Sources (15%)	Interacts responsibly with prior discussions. 15 points	Uses sources responsibly to present or support their argument. 13 points	Uses sources but without nuance or interaction. 10 points	Uses no sources; misrepresents others' arguments. 0 points
Thesis statement (5%)	Identifies the issue and provides a clear thesis statement that structures the paper. 5 points	Identifies the issue and comes to a conclusion, but paper doesn't follow thesis. 4 points	Expresses thoughts on a general topic 3 points	Paper has no apparent direction. 0 points
Relevancy to the role of chaplain or other helping care profession (15%)	Clearly identifies implications and grounds in a discussion of Code of Conduct and professional roles. 15 points	Discussion lacks clarity. Implications connected to professional roles and Codes of Conduct. 13 points	Discusses implications but does not situate within a professional role or Code of Conduct. 10 points	Relevancy to helping professional role is unstated. 0 points

Establishes the topic within the context of the central issues of professional ethics (5%)	Identifies the ethical concepts involved. Discusses the links between the topic and the ethical concepts. 5 points	Identifies the ethical concepts involved, but limited discussion about the relationship between the topic and the ethical concepts. 4 points	Identifies the ethical concepts involved but with no discussion. 3 points	No effort to establish the topic within the professional ethics. 0 points
Structure of analysis (15%)	Sound and compelling. Supports the thesis. 15 points	Focused and generally persuasive. But, weakly linked to thesis. 13 points	Lacks precision; unsystematic; somewhat persuasive. Not well linked to thesis. 10 points	Muddled and unfocused; not compelling. 5 points
Examples/illustrations (10%)	Judiciously chosen examples; integral to the argument; used appropriately. 10 points	Relevant examples chosen; application fairly well established. 8 points	Examples are somewhat appropriate; incomplete demonstration of their relevance. 10 points	Examples dominate the paper; undeveloped connection to the argument. 5 points
Implications and Summary (15%)	Insightful discussion of implications for helping professions and provides decisive summary. 15 points	General discussion of implications and clear summary. 13 points	Minimal discussion of implications and weak summary. 10 points	Little to no discussion of implications, weak summary. 0 points
Writing, language and format conventions (20)				
Grammar and spelling (5%)	No errors. 5 points	Rare errors. 4 points	Some errors. 3 points	Errors throughout. 0 points
Sentences & paragraphs (7%)	Varied sentence complexity; well-formed paragraphs; creative style; graceful prose. 7 points	Sound and clear sentences and paragraphs; meaning is clear. 6 points	Some unclear sentences and paragraphs; reader has to re-read for meaning. 5 points	Unclear or incomplete sentences and paragraphs. 3 points
Reference Conventions (5%)	No errors in documenting sources. 5 points	A few errors in documenting sources. 4 points	Frequent errors documenting sources. 3 points	Conventions ignored. 0 points
Title page and length (3%)	Follows APA style, 10-12 pages 3 points	Title, but not APA style, over/under by 2 pages 2 points	Has title, over/under by 5 pages. 1 point	No title, too short 0 points

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. 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.