



Course ID:	Course Title:	Fall 2018
BUS433	Employee & Labour Relations	Prerequisite: BUS250
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Thurs	Instructor:	Dr. Tim Vanderpyl, DSL, CPHR	First day of classes:	Thu, Sep 6, 2018
Time:	6.30pm-9.30pm	Email:	Tim.Vanderpyl@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Sep 16, 2018
Room:	A2133	Phone:	403.462.9364 (text preferred)	Last day to request revised exam:	Mon, Oct 22, 2018
Lab/ Tutorial:	N/A	Office:	L2052	Last day to withdraw from course:	Mon, Nov 12, 2018
Office Hours:	N/A	Office Hours:	By appointment only	Last day to apply for coursework extension:	Mon, Nov 19, 2018
Final Exam:	Thurs, Dec 13 (1300-1600). Room A2133			Last day of classes:	Thu, Dec 6, 2018

Course Description

An exploration of effective employee and labour relations in Canada. Specific emphasis will be given to exploring the practices of effective management-employee relations, the roles and impacts of unions in organizations, and managing conflict and diversity in organizations.

Expected Learning Outcomes

By the end of the course, students will be able to:

1. Understand the role of the HR Professional and union representatives in successful employee & labour relations
2. Understand and explain how the labour market operates in Canadian society and how it affects the distribution of power in employment relationships
3. Define, compare and contrast the key theoretical perspectives in employee & labour relations and how these perspectives shape the practice of employee & labour relations in organizations
4. Outline the key steps in the labour relations process (certification, bargaining, conflict resolution, administration of the collective agreement and decertification)
5. Identify and discuss contemporary employee & labour relations issues facing 21st Century organizations and unions

Instructor Comments

A key component of effective and sustainable organizations is the relationship between managers and employees. This course explores this topic in both unionized and non-unionized practices. We will explore the legalities of the employer-employee relationship but will also challenge each other to envision workplaces that set the bar high and find ways to create thriving and engaged employees.

Textbook

Hebdon, R. & Brown, T.C. (2016). *Industrial Relations in Canada* (3rd ed.). Toronto: Nelson Education.

Course Schedule

Note: Guest speakers continue to be booked for the semester, and their availability may impact the schedule below. 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	Text chapters
Sep 6 th	Course Overview Introduction to ELR	Hebdon 1
Sep 13 th	GUEST SPEAKER: Shaun Parker (Labour Lawyer) Employment Law (Part One)	Hebdon 4
Sep 20 th	Employment Law (Part Two) History of Labour Relations in Canada Economic, Social, and Political Environments Discussion Post #1 due at class start time (original post due Sep 16 th)	Hebdon 2 & 3
Sep 27 th	No Class (instructor away) Discussion Post #2 due at 6.30pm (original post due Sep 23 rd)	N/A
Oct 4 th	GUEST SPEAKER: David Prentice (CLAC) Union Perspectives on Labour Relations Discussion Post #3 due at class start time (original post due Sep 30 th) Book for Assignment #1 must be reserved in Moodle by class start time	Hebdon 5
Oct 11 th	GUEST SPEAKER: Jenifer Deppi (City of Calgary) Management Perspectives on Labour Relations Negotiations (Part One)	Hebdon 6 & 7

	Discussion Post #4 due at class start time (original post due October 7 th)	
Oct 18th	Negotiations (Part Two) Collective Agreement Administration In Class Collective Bargaining Simulation: Part One (no prep work required before class)	Hebdon 7 & 8
Oct 25th	Conflict Resolution: Grievances and Strikes Dispute Resolution Assignment #1 – Written component due at class start time Assignment #1 - Class Presentations in first half of class In Class Collective Bargaining Simulation: Part Two (prep work required before class)	Hebdon 9 & 10
Nov 1st	Impact of Unionization Public Sector Issues In Class Collective Bargaining Simulation: Part Three (prep work required before class)	Hebdon 11 & 12
Nov 8th	No Class – Fall Break	N/A
Nov 15th	Employee Engagement Counterproductive Work Performance	See Moodle
Nov 22nd	Employee Investigations / Progressive Discipline	See Moodle
Nov 29th	GUEST SPEAKER: Avneet Sidhu (CPHR Alberta) Course topic tbd. Left blank to accommodate for schedule adjustments.	See Moodle
Dec 6th	Assignment #3 due at class start time Future of Employee Relations Last Class / Semester Review	See Moodle
Dec 13th	Final Exam	

Requirements

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

Class Participation	10.0%
Discussion Board Postings	15.0%
Assignment #1 - Book Summary, Analysis & Presentation	15.0%
Assignment #2 - Collective Agreement – Bargaining Simulation	15.0%
Assignment #3 – Capstone Paper	25.0%
Final Exam	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.

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 each 24-hour period after the day/time the assignment is due. 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.

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 for debate/discussion by the group (in either large or small group format). 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. 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.

There is no direct attendance grade in this class. But I will factor in attendance when assigning the overall participation grade. If you do not attend class, you cannot participate in class.

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

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Overall Participation Quality (100%) 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.	Student completed all required readings ahead of class. Fully engaged in class. Contributed greatly to class discussions and provided great input throughout class. Attended all or most classes.	Student completed some required readings ahead of class. Mostly engaged in class. Contributed to some class discussions and provided some input throughout class. Attended most classes	Student 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. Student physically showed up at class but was mentally “checked out,” distracted, or indifferent to the activities in class Missed many classes	Student missed many classes and rarely, if ever, participated

Discussion Board Postings (15%)

Throughout the semester, you will be expected to engage in discussions and post responses to various questions I will ask in the Moodle discussion forums. There will be four discussion sets (see schedule in Moodle), with each set being worth 3.75% of your final grade. Each discussion set will require the following elements:

1. **Initial Post** – Your initial post will directly address the posted question. Each post must be 200-300 words long and should be written APA style (first or third person). Any other specific directions will be posted in Moodle.
2. **Responses** – You will post three responses to posts from other students. Each response must be 100-200 words long and should be written in APA style (first or third person). You must back up your opinions using rational arguments, intelligent discourse and/or by referencing scholarly material that backs up your argument. Any other specific directions will be posted in Moodle.

Note that I expect engagement in the responses. Challenge each other (respectfully) and wrestle with the assigned topic and course materials. Do not just agree with each other but rather, engage in a discussion. I will grade your posts/responses on the depth of the content, your ability to integrate course materials, your ability to justify your assertions, and your ability to succinctly get your point across.

Also note that the word counts above are rigid. You will be penalized if you are over/under the minimum or maximum word counts.

The deadlines for each post are posted in the course schedule and in Moodle. Any post done after the deadline noted in the schedule will be docked 10% for each 24-hour period it is late. Posts more than 3 days (72 hours) late will be given a zero grade.

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Critical Thinking (75%)	Goes above and beyond in answering the posted question and in responding to other posts. Student is critical but professional in answering the posted question(s).	Student identifies the most obvious issues. Student is somewhat critical and professional in answering the posted question(s) and in responding to other posts.	Student only made a half-hearted attempt to answer the question(s). Raises some of the key issues and identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations.	Post/responses are not complete by the designated deadline or are done just to fill space/word count. No critical thinking in posts/responses.
Mechanics (25%)	Posts and responses must demonstrate mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, referencing and writing style. Every mechanical error, no matter how small, will result in a 7.5% deduction in this component. To get 100%: Post is perfect mechanically.			

Assignment #1 – Book Summary and Analysis (15%)

Much has been written about building an engaged workforce. There were many books we could have used as secondary textbooks for this class. Rather than pick one for the entire class to read, you will pick one as an individual. You will read the book, summarize and analyze it in a written paper, and then teach the main ideas to the class.

Part One: Select a Book

The book must be a business book on one or more of the following themes:

1. How to build an engaged workforce and/or thriving organizational culture
2. What one company is doing to build an engaged workforce. Note that many of these types of books cover topics beyond employee engagement (i.e. business strategy, marketing, product design etc.). This project must focus on how the company builds an engaged workforce. Please ensure the book has enough depth in this area.

I encourage you to check out a local bookstore (i.e. Chapters Indigo) to review the most recent business books that have been published (you may find the book cheaper on Amazon though). If you do not want to purchase a book, the Ambrose library has many books that might be interesting to you. In addition, my personal library in my office has many books as well. Feel free to borrow one of those. Note that you may not choose a book that has already been used as a textbook in any other Ambrose class and/or any class you have taken at Ambrose or another academic institution.

Once you have selected your book, please post the book title and author of the book in the subject (not the body) of the designated Moodle discussion forum so I can review and approve your choice. Duplicate books will not be accepted. First come, first serve. Please check Moodle to see if any of your fellow students have already selected the same book. The person who posts first will be allowed to do the assignment on that book. If someone has already claimed the book, then find another one.

Part Two: Review and Analyze the Book

You will write an 800-word (minimum) to 1000-word (maximum) summary and analysis of the book. This review must primarily focus on aspects of the book related to employee and labour relations.

Your summary will include the following elements:

1. Title, publication date and author name(s)
2. Summary of the thesis of the book in your own words
3. Summary of the main conclusions / implications of the book
4. Summary of how the book relates to the course content
5. Critique: In your own words, tell me what you think of the book and its applicability to organizational leaders. Are the findings useful? Is the book pragmatic? Why is it important? Do you agree with the author's conclusions? Why/why not? I am looking for insight in this section not just a regurgitation of what the book says. Do not just agree with everything in the book because the author said it.

Note that the paper must address all the elements/questions above, but it must be written in essay format. Bullet points are not allowed. There must be a clear and logical flow to your paper. Do not just answer the questions Q&A style.

Review should be written in APA style and format (first or third person). Spelling and grammar count. Please proofread your summary. Note that when providing an analysis of a book, you only need to provide a direct citation if you are citing/quoting other research and/or quoting directly from the book. Use both of these options sparingly, if at all.

Once completed, submit the review via Moodle in .doc or .docx format. Submissions in other formats (i.e. .pages, .pdf etc.) will not be accepted.

Part Three: Individual Class Presentation

For this part of the assignment, you will present your analysis and review to the class in a short presentation. The exact length of the presentation will depend on final enrollment in this class. I will notify you of this length in Moodle and in class.

In this presentation, you will effectively teach the key points of the book, to the class. Your presentation will be brief, concise and to the point. You are welcome to use slides/graphics but that is not necessary if you find another creative way to present the main thoughts behind the book.

Grading Rubric – Part One: Written Report (10% of final grade)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Critical Thinking (75%)	Goes above and beyond in summarizing and analyzing the book. Student is critical but professional in evaluating the research and findings from the book.	Student identifies the most obvious issues. Student is somewhat critical and professional in evaluating the book.	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 book
Mechanics (25%)	Review demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style. To get 100%: Review is perfect mechanically	Review 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.	Review shows that mechanics are an area of concern. Review contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors.	Review lacks basic control over mechanics and contains excessive proof-reading errors.

Grading Rubric – Part Two: Class Presentation (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	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	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).	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

	slides). Generate(s) significant enthusiasm about topic. Presenters show significant interest and enthusiasm in topic.	slides). Generates some interest about topic. Presenters largely show interest in topic.	Generates little interest about topic. Presenters show some interest in topic.	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. Presenter explains and reinforces the text and presentation. Information presented in a very logical, interesting sequence which audience can follow. Conclusion flows from the rest of the presentation. Presentation has no misspellings, grammatical errors, or formatting errors.	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 largely flows from the rest of the presentation. Presentation has few misspellings, grammatical errors, or formatting errors.	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. Presentation a number of misspellings, grammatical errors, or formatting errors.	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 many misspellings, grammatical errors, or formatting errors.

Assignment #2 – Collective Agreement Bargaining Simulation (15%)

Negotiating a Collective Agreement is an essential skill of labour relations professionals. For this assignment, you will work in groups. Each group will be given one side of a negotiation (employer or union) and you will be expected to negotiate a Collective Agreement with the other group. The format will mimic real-life negotiating situations, as discussed in class. While this is a simulation, you will be expected to take this simulation seriously.

Details of the scenario will be given to you later in the semester. You will be given class time to meet with the opposing party at the bargaining table. You may be given some class time to prepare for the bargaining as well. All other preparations will need to be done on your own time.

A group grade will be given to each group. If an individual team member is not pulling his/her weight in the simulation, I reserve the right to assign a lower grade to him/her.

Grading Rubric – Collective Agreement Bargaining Simulation (15%)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Teamwork (25%)	Team members were actively and equally engaged in supporting each other throughout entire exercise.	Team members supported each other throughout.	Some team members seemingly disengaged at some points of negotiation.	Team often disorganized and disjointed.
Role play (25%)	All team members stayed within role throughout entire negotiation. Continually focused conversation through perspective of given side.	Team members stayed within role for the most part. Attempts to focus conversation made.	Some team members behaved 'out of role'. A few attempts to focus conversation.	Little effort made to engage in role or focus conversation accordingly.
Research (25%)	Team demonstrated keen understanding of industry dynamics by referencing other collective agreements, labour practices and precedents throughout.	Team often referenced other collective agreements, labour practices and precedents.	Some referencing of other collective agreements, labour practices and precedents.	Little to no research into broader context provided.
Style (25%)	Team engaged issues and negotiating strategy through a creative blend of energetic and vigorous approaches	Team demonstrated some 'out of the box' thinking across issues and negotiation strategy.	Some attempts made at creatively addressing issues or implementing negotiating strategy.	Team engaged issues mechanically and or absentmindedly

Assignment #3 – Course Capstone Paper (25%)

For this assignment, you will write a comprehensive paper on one of the options noted below. As this class is a 400-level course, you will be expected to demonstrate depth, insight and critical thinking throughout the paper. Your options include:

1. Pick an organization that is based in Western Canada and that is represented at the *Soul of the Next Economy Forum*. You will interview at least one leader in that organization about that organization's perspective on developing sustainable, responsible and effective employee relations. You will compile your research about the organization, your interview with that leader, key concepts from this class, and scholarly references into the paper itself.
2. Compare / contrast two organizations that are similar in nature (industry, mission, target market etc.). Your paper will compare and contrast how these organizations treat their people (or advocate for the same). Examples of ideas for this paper include: Canadian Tire versus Home Depot, UNA versus AUPE, CLAC versus Building Trades Unions, NHLPA versus CFLPA, Tim Hortons versus Starbucks, Husky versus Suncor etc. Note that both of the organizations you choose must have significant operations in Western Canada.
3. Compare / contrast jurisdictional perspectives on labour relations between Alberta and another province in Canada, or between Canada and another country of your choosing. Your paper must integrate course materials and must discuss the different history of labour, the different political perspectives on labour relations, recent current events and differences in employment law and legal rulings.

The paper must be between 2500 words (minimum) and 4000 words (maximum). While this is a broad range, you must still make every word count. Do not let your writing expand to fill 4000 words without adding depth to your writing.

You may choose to do this paper with a partner. As this is optional, by working with a partner you will both agree that you will receive the same grade. I will not adjust the grade for unbalanced participation or internal dynamics between the two of you.

Note that I will not allow duplicate topics. Once you have selected your specific topic, please email that to me for approval. In the event that two or more students pick the same topic, I will allow the student that emailed me first to do the paper on that topic.

You will write to the technical standards of *Western Talent & innovation Review* (WTIR). See <http://wtireview.com/submission-guidelines/> for more details. Your mechanics score will be graded on spelling, grammar and whether you followed these guidelines explicitly. The top papers submitted may be considered for publication in WTIR at a later date. The publication decision remains the sole discretion of the Editorial Board of WTIR, in conjunction with my recommendation.

You are welcome to submit one draft of this paper to me for review, provided it is submitted to me by November 29th at 11.59pm.

Additional details regarding this paper will be discussed in class.

Grading Rubric – Assignment #2 (25%)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Critical Thinking (75%)	Goes above and beyond in the paper. Student is thorough and insightful. Paper provides depth on the topic. It has a clear thesis, and the student makes exceptional arguments to back-up that thesis. The paper reads exceptionally well. To get 100%: Paper is flawless and publishable (or almost publishable)	Student identifies the most obvious issues. Student is somewhat thorough and insightful in the analysis. The paper has a clear thesis but the arguments only partially backup that thesis. At times, the arguments wander or drift away from the core purpose of the paper.	Student is not thorough or insightful but does (barely) address the content required by the assignment.	Student does not address any issues beyond obvious ones. There is little to no depth in the paper.
Mechanics (25%)	Paper demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style. To get 100%: Paper is perfect mechanically.	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.	Paper shows that mechanics are an area of concern. Paper contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors.	Paper lacks basic control over mechanics and contains excessive proof-reading errors.

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.