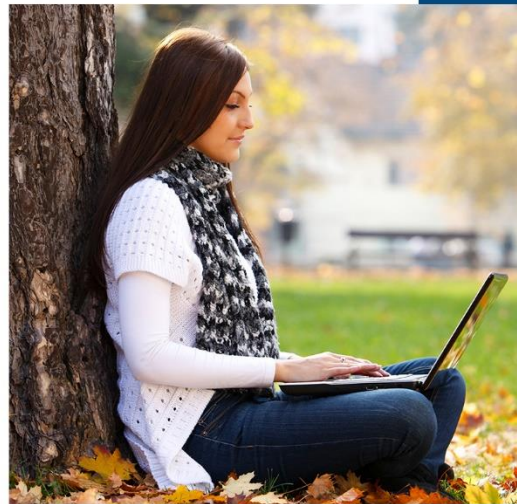




School of
Distance Education
Andrews University

SYLLABUS



**BSAD 494 Business Strategy & Decisions
Summer 2023**

BSAD 494 Business Strategy & Decisions

School of Distance Education

Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	Call: (269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	Text: (269) 397-4477

Part 1: Course Information

Course Description

The goal of this integrative and interdisciplinary course is to enable students to draw together all the concepts and theories from business core courses and develop a strategic plan for a business case via the analysis of strategic and organizational problems and issues.

This is a Capstone Course; it is recommended for students to take FNCE317 prior to enrolling in BSAD494.

Prerequisites

FNCE 317 Business Finance.

Required Text/Material

Note to Berrien Springs campus students: This course is part of the campus' course material delivery program, [First Day Complete](#), already paid for in your bill unless you opted out. The bookstore will provide each student with a convenient package for physical books and any digital materials for this course that have been integrated into LearningHub.

Note to online and guest students: Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that

funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

David, F. R., & David, F. R. (2022). Strategic management a competitive advantage approach, concepts and cases. Pearson Education. eText ISBN: 9780135203736

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore, it is expected that you will spend 135 total hours on this course. This translates to a steady 9 hours each week. You'll spend your time reading, watching the recorded lectures and videos, accessing instructional materials including chapter PowerPoints, interacting with your instructor and classmates, and completing assignments and exams.

A recommended weekly schedule to divide your time is provided:

Readings and Videos: 4 hours

Interactive Discussions: 2 hours

Case Analysis Assignments: 2 hours

Program Learning Outcomes

The School of Business Administration at Andrews University offers a Bachelor of Business Administration and a Bachelor of Science in Business Administration. The school has identified the following intended student learning outcomes (ISLOs) for these programs:

1. Students will be able to apply the major business theories and concepts to inform decision-making. (Critical Thinking, Business Core & Scholarship Areas)
2. Students will be able to communicate complex ideas. (Critical Thinking & Communication Areas)
3. Students will be able to implement the elements of a high performing team. (Teamwork Area)
4. Students will be able to employ decision-support tools in organization problem-solving. (Analytical Tools Area)
5. Students will be able to apply the strategic planning process to formulate innovative solutions to complex business problems. (Critical Thinking, Communication & Business Core Areas)
6. Students will apply a Christian (Adventist) perspective to evaluating the social and ethical responsibilities of business. (Communication & Environment Areas)

Student Learning Outcomes

1. Determine and evaluate the Vision, Mission, and Business Models in use by, and appropriate for, organizations of all sizes and sectors (for-profit and not-for-profit).
2. Given relevant data, analyze the key economic features and competitive structure of an industry
3. Integrate and apply the knowledge and skills gained in earlier business courses, such as economics, accounting, marketing, management science, information systems, and human resource management to strategic problems.
4. Given relevant environmental and strategic information, choose ethically appropriate and socially-responsible courses of action for an organization.

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, short essays and reflections on the reading, short open book quizzes on the readings, interactions with the instructor via blogs, and two exams. Regular participation in the course is essential to good performance.

Technical Requirements

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assessment Descriptions

Discussion Forums

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.

Mid-term Exam – Financial calculations

This proctored exam will require you to show your ID. You will have two hours to complete it. In this exam, you will demonstrate your knowledge of financial analysis and calculations. The first part of the exam will be short essay questions about financial analysis. The second part of the exam will require completion of several financial calculations using the numbers provided. Calculations should be done on the computer using MS Word and you must show your work. Once complete, you will upload one document containing the question responses as well as the financial calculations to the dropbox provided. The exam will be open book/open notes.

Strategic Audit Report Case Study

You have been hired by your approved company to complete this audit report. This report and presentation is to provide the findings to the CEO and board of directors on your findings and recommendations for future growth of the organization.

The final portion of the assignment will be a PowerPoint and a video presentation of yourself (8-10 mins).

Use the audit report to build the presentation bullets and highlights for the CEO and board of directors.

You will select a business to research and create a strategic Audit Report Case Study that you will work on and submit portions of throughout the term. Do not use an organization you have researched in another course; use only original research and material. It is recommended you select a publicly traded company (stocks) for your strategic audit company. Public traded companies are required to make all of their financial information and board of director's information available to the general public, which makes it easier for you to collect the data needed for your strategic audit report.

Additional details for completing the overall final project as well as the increments you will complete and submit throughout the term can be found in the Learning Hub classroom.

Rubrics**Rubric for Discussion Posts**

	20 Points	17 Points	14 Points	10 Points
CRITICAL ANALYSIS	<p>Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology.</p> <p>Postings integrate an outside resource, or relevant research, or specific real-life application (work experience, prior coursework, etc.) to support important points.</p> <p>Well-edited quotes are cited appropriately.</p> <p>No more than 10% of the posting is a direct quotation.</p>	<p>Discussion postings repeat and summarize basic, correct information, but do not link readings to outside references, relevant research or specific real-life application and do not consider alternative perspectives or connections between ideas.</p> <p>Sources are not cited.</p>	<p>Postings are largely personal opinions or feelings, or "I agree" or "Great idea", without supporting statements with concepts from the readings, outside resources, relevant research, or specific real-life application.</p>	<p>Discussion postings show little or no evidence that readings were completed or understood.</p>
PARTICIPATION	<p>Discussion postings actively stimulate and sustain further discussion by building on peers' responses including building a focused argument around a specific issue, asking a new related question or making an oppositional statement supported by personal experience or related research.</p>	<p>Discussion postings contribute to the class's ongoing conversations as evidenced by affirming statements or references to relevant research, asking related questions, or making an oppositional statement supported by any personal experience or related research.</p>	<p>Discussion postings sometimes contribute to ongoing conversations as evidenced by affirming statements or references to relevant research, asking related questions, or making an oppositional statement supported by any personal experience or related research.</p>	<p>Discussion postings do not contribute to ongoing conversations or respond to peers' postings.</p> <p>There is no evidence of replies to questions.</p>
TIMELINESS	<p>Discussion postings are distributed throughout the module (not posted all on one day or only at the beginning or only on the last day of the module).</p>	<p>Discussion postings respond to most postings of peers within a 48-hour period.</p>	<p>Discussion postings respond to most postings of peers several days after the initial discussion.</p>	<p>Discussion postings are at midpoint or later in the module or contributions are only posted on the last day of the module.</p>
ETIQUETTE IN DIAGLOGUE WITH PEERS	<p>Written interactions on the discussion board show respect and sensitivity to peers' gender, cultural and linguistic background, sexual orientation, and political and religious beliefs.</p>	<p>Written interactions on the discussion board show respect and interest in the viewpoints of others.</p>	<p>Some of the written interactions on the discussion board show respect and interest in the viewpoints of others.</p>	<p>Written interactions on the discussion board show disrespect for the viewpoints of others.</p>
QUALITY OF WRITING AND PROOFREADING	<p>Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.</p>	<p>Written responses are largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication.</p>	<p>Written responses include some grammatical, spelling or punctuation errors that distract the reader.</p>	<p>Written responses contain numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication.</p>

Midterm Financial Analysis Questions Rubric

	4 Exceeds Expectations	3 Meets Expectations	2 Approaching Expectations	1 Below Expectations	0 Far Below Expectations
CLAIM & SUPPORT	Establishes a credible and convincing claim to answer each question. Cites sufficient and relevant evidence to fully support the claim.	Establishes a clear and plausible claim to answer each question. Cites mostly strong evidence that supports the claim.	Establishes a claim to answer each question that needs more development. Refers to some evidence from the text that loosely or vaguely supports the claim.	Attempts to establish a claim that is unclear or disconnected from the topic; or does not answer each question. Includes almost no evidence from the text; evidence is based on personal experience or unconnected sources.	No claim present or evidence present
DEVELOPMENT	Analyzes the relevance and strength of the evidence in supporting the claim.	Clearly explains the connections between the selected evidence and the claim.	Explains the connection between some evidence and the claim; some explanations revolve around personal feelings rather than analysis.	Attempts to explain some connections between evidence and claim in an unclear or disconnected way.	No development present
CONVENTIONS	Demonstrates a strong command of English conventions with few, minor errors. Uses language and tone that are appropriate to audience and purpose.	Demonstrates a working command of English conventions with some errors that do not inhibit reader's comprehension. Uses language and tone that are academic.	Demonstrates some command of English conventions with some errors that inhibit reader's comprehension. Uses language and tone that are inconsistently academic or inconsistently appropriate for audience and purpose.	Attempts to use some English conventions, though errors frequently inhibit reader's comprehension. Uses informal language and tone.	Writing is incomprehensible.

Case-Study Analysis Grading Rubric

Evaluation Dimensions	Performance Rating					
	Beginning		Competent		Accomplished	
	1	2	3	4	5	6
Identification of Issues	Does not recognize the problems or issues of the case or identifies problems and issues that are not based on facts of the case; displays little understanding of the issues, key problems, and the company's present situation and strategic challenges; executive summary does not present a clear overview of the case issues; main points are not outlined, or cannot be understood.		With a few exceptions, identifies and outlines the principal problems and issues in the case; demonstrates an acceptable understanding of the company's issues, current situation, and strategic challenges; executive summary provides an adequate overview of the case issues and problems; summary is missing a few minor points, but meets expectations.		Presents accurate and detailed descriptions of the problems and issues central to the case; provides a well-focused diagnosis of strategic issues and key problems that demonstrates an excellent grasp of the company's present situation and strategic challenges; descriptions are compelling and insightful; provides a thorough and effective executive summary.	
Industry Analysis	Does not identify the nature and attractiveness of the industry in which the firm operates (market size, competitors, key success factors, etc.) including cross-functional areas; provides no or little documentation and analysis of the competitors in the industry, demonstrates little to no research capability and sub-par grasp of the industry's current situation. Presents a view of the industry without understanding the competition and the current standing of the firm.		With few exceptions, identifies the nature and attractiveness of the industry in which the firm operates (market size, competitors, key success factors, etc.) including cross-functional areas; provides adequate documentation and analysis of the competitors in the industry, demonstrates research capability and a basic grasp of the industry's current situation. Presents an explanation of how the company fits in the industry and formulates an adequate scenario that supports the development of the case analysis.		Clearly identifies the nature and attractiveness of the industry in which the firm operates (market size, competitors, key success factors, etc.) including cross-functional areas; analysis of the major competitors in the industry, demonstrating research capability and an excellent grasp of the industry's current situation. Presents a compelling explanation of how the company fits in the industry and formulates a scenario that supports the development of the case analysis.	
Stakeholder Perspectives	Does not identify or explain the perspectives of any stakeholders involved in the case, or explanation is flawed in many respects; fails to recognize any differences between the interests of the various stakeholders.		With a few minor exceptions, adequately identifies and summarizes the perspectives of the principal stakeholders involved in the case; outlines some conflicts of interest between company stakeholders.		Clearly and accurately examines the unique perspectives of multiple key stakeholders in the case; demonstrates insightful analysis of strategic tensions or conflicts of interest between the stakeholders.	
Connections to Theoretical and Empirical Research	Makes little or no connection between the issues and problems in the case and relevant theoretical and empirical research, or the connections identified are weak or inaccurate in many respects.		Identifies and outlines connections between some of the issues and problems in the case and relevant theoretical and empirical research; the connections identified are adequately elucidated.		Makes appropriate, insightful, and powerful connections between the issues and problems in the case and relevant theory and empirical data; effectively integrates multiple sources of knowledge with case information.	
Analysis and Evaluation	Simply repeats facts identified in the case and does not discuss the relevance of these facts; fails to draw conclusions, or conclusions are not justified or supported; does not present relevant research or data; shows no critical examination of case issues.		Provides an acceptable analysis of most of the issues and problems in the case; in most instances, analysis is adequately supported by theory and empirical data; appropriate conclusions are outlined and summarized.		Structures a balanced, in-depth, and critical assessment of the facts of the case in light of relevant empirical and theoretical research; constructs insightful and well-supported conclusions using reasoned, sound, and informed judgments.	
Action Plans	Has difficulty identifying alternatives and appropriate courses of action; few if any alternatives are presented, infeasible actions are proposed, action plans are not supported, or actions do not address the key issues and problems in the case.		Outlines and summarizes some alternative courses of action to deal with most of the issues and problems in the case; in most instances, proposed action plans are outlined, are feasible, and based on relatively sound theory and evidence.		Effectively weighs and assesses a variety of alternative actions that address the multiple issues central to the case; proposes detailed plans of action; action plans are realistic and contain thorough and well-reasoned justifications.	
Evaluation of Consequences	Displays limited awareness and/or understanding of the consequences of action plans; fails to identify implications and consequences of proposed action plans; identified outcomes do not follow from proposed action plans, or outcomes are not related to issues in the case.		Demonstrates acceptable analysis of the results of proposed action plans; adequately outlines and summarizes the implications and consequences resulting from alternative courses of action; with a few minor exceptions, identified consequences of action plans are related to key issues in the case.		Objectively and critically reflects upon alternative plans of action; effectively identifies, thoroughly discusses, and insightfully evaluates the implications and consequences resulting from the proposed action plans; identifies consequences are tied to the key issues central to the case.	

Overall Performance Rating on Case-Study Analysis	
Evaluation Criteria	Score
Identification of Issues	
Industry Analysis	
Stakeholder Perspectives	
Connections to Theoretical and Empirical Research	
Analysis and Evaluation	
Action Plans	
Evaluation of Consequences	
Total Score	

Exams

There is one proctored exam in this course. You will have two hours to complete it. In this exam, you will demonstrate your knowledge of financial analysis and calculations. The first part of the exam will be short essay questions about financial analysis. The second part of the exam will require completion of several financial calculations using the numbers provided. Calculations should be done on the computer using MS Word and you must show your work. Once complete, you will upload one document containing the question responses as well as the financial calculations to the dropbox provided. The exam will be open book/open notes.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Sign up for a date to take the exam as early as possible. You may sign up as early as one month before the last date of the exam window. Spaces fill quickly. Therefore, it is best to sign up as early as possible. Follow instructions that apply to your situation in the [exam request form](#) to set up a proctoring appointment before the exam due date. There will be prompts throughout your course to sign up as well.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. To aid studying for future exams, you may request the instructor to provide summary feedback on an exam.

Schedule:

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Academy students: You MUST submit academic work by the drop/add date of this course to verify your attendance in this course. That deadline is likely earlier than the deadline for the first assignment.

Week	Lessons	Readings and Videos	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1 May 15 – 18	Course Introduction Chapter 1 - Nature of Strategic Management	No Readings <u>Watch:</u> Video: What is Business Strategy Video: How to Make Better Decisions Video: How IKEA Became Sweden's National Brand <u>Read:</u> Chapter 1 Chapter 1 PowerPoint <u>Watch:</u> Video Lecture: Chapter 1 Video: What is Corporate-Level Strategy?	Student Introductions and Course Expectations Discussion Forum 1: Building Your Business on Faith	SLO 1, 3, 4
2 May 19 – 25	Chapter 2 – Business Vision and Mission	<u>Read:</u> Chapter 2 Chapter 2 PowerPoint <u>Watch:</u> Video Lecture: Chapter 2 Video: How to Write a Mission Statement Video: How to Write a Vision Statement	Discussion Forum 2: Organization Purpose	SLO 1
3 May 26 – June 1	Chapter 3 – The External Assessment	<u>Read:</u> Chapter 3 Chapter 3 PowerPoint <u>Watch:</u> Video Lecture: Chapter 3 Video #1 for Discussion Forum 3: U.S. cyberattack 'a serious, ongoing problem Video #2 for Discussion Forum 3: Ransomware attack takes down LA hospital for hours Video #3 for Discussion Forum 3: How one ransomware attack cost £45m to fix	Discussion Forum 3: Cyber-Security (External Threat) Strategic Audit Case Study Report: The External	SLOs 2, 3, 4
4 June 2 – 8	Chapter 4 - Internal Assessment	<u>Read:</u> Chapter 4 Chapter 4 PowerPoint Article: Groceries Prove a Pandemic Bright Spot for BP and Shell <u>Watch:</u> Video Lecture: Chapter 4 Video: How to Perform a SWOT Analysis	Discussion Forum 4: Customers, Demographic, Brand Recognition, Loyalty Strategic Audit Case Study Report: The Internal	SLOs 2, 3

Week	Lessons	Readings and Videos	Assignments	Outcomes Met
5 June 9 – 15	Chapter 5 – Strategies in Action Strategy as a Choice	<u>Read:</u> Chapter 5 Chapter 5 PowerPoint <u>Watch:</u> Video lecture: Chapter 5 Video: Strategic Planning Process Video: Amazon Business Strategy Video - TED Talk: Strategy as a Choice	Discussion Forum 5: Social Media & the Role of Technology Strategic Audit Case Study Report: Analyze and Recommend Strategies Mid Term Exam - Financial Analysis and Calculations	SLOs 2, 3 SLOs 2, 3
6 June 16 – 22	Chapter 6 - Strategy Analysis and Choice	<u>Read:</u> Chapter 6 Chapter 6 PowerPoint <u>Watch:</u> Video lecture: Chapter 6 Video: AT&T to merge Warner Media unit with Discovery	Discussion Forum 6: Ethics & Employee Health	SLO 4
7 June 23 – 29	Chapter 7 - Implementing Strategies Management and Marketing Issues	<u>Read:</u> Chapter 7 Chapter 7 PowerPoint <u>Watch:</u> Video lecture: Chapter 7 Video: The future of shopping: what's in store? Video: The Rise and Fall of American Malls Video: The Secret Behind Coca- Cola Marketing Strategy	Discussion Forum 7: Positive and Negative Strategy of Your Audit Company	SLO 3
8 June 30 – July 6	Chapter 8 – Implementing Strategies Finance and Accounting Issues	<u>Read:</u> Chapter 8 Chapter 8 PowerPoint <u>Watch:</u> Video Lecture: Chapter 8 Video: How Red Bull Makes Money Video: Could digital currencies put banks out of business?	Discussion Forum 8: Historical Percentage Use and Scale Strategic Audit Case Study Report: Evaluation and Control	SLO 3
9 July 7 – 13	Chapter 9 - Strategy Evaluation and Governance	<u>Read:</u> Chapter 9 Chapter 9 PowerPoint <u>Watch:</u> Video Lecture: Chapter 9 Video: Why Starbucks Failed in Australia	Discussion Forum 9: Evaluation and control Strategic Audit Report: Strategic Posture and Corporate Governance	SLO 3
10 July 14 – 20	Chapter 10 – Business Ethics, Environmental Sustainability, and Corporate Social Responsibility	<u>Read:</u> Chapter 10 Article: Four Crucial Principles That Guide Christian Business Ethics <u>Watch:</u> Video Lecture: Chapter 10	Discussion Forum 10: Four Crucial Principles That Guide Christian Business Ethics Strategic Audit Report: The Internal Environment	SLO 4

Week	Lessons	Readings and Videos	Assignments	Outcomes Met
11 July 21 – 27	Chapter 11 – Global and International Issues Think with Strategy	<u>Read:</u> Chapter 11 <u>Watch:</u> Video Lecture: Chapter 11 Video for Discussion Forum 11: How Brexit is Changing the EU Video for Discussion Forum 11: Gravitas: Britain Finally Exits from the European Union Video: Me or We: Cultural Differences Between the East and West Video - TED Talk: It Pays to Think with Strategy	Discussion Forum 11: Brexit – Impact on Company Strategy Discussion Forum 12: Choices and Business Decisions	SLOs 2, 3 SLOs 1, 3
12 July 28 – August 4	Corporate Culture Final Strategic Audit Case Study and Presentation	<u>Watch:</u> Video: Simon Sinek: Corporate Culture Video: Case Presentation Guidelines Video: Inside a Steel Plant Facing Layoffs	Discussion Forum 13: Strategic Management Perspective Strategic Audit Case Study Report: Executive Summary Final Draft Strategic Audit Case Study Final Strategic Audit Case Study Report Video Presentation Final Strategic Audit Case Study Report PowerPoint Slides	SLOs 1, 3 SLOs 1, 2, 3, 4

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
35	Discussion Forum
45	Case Analysis
20	Mid-term Exam
100	Total Percent Possible

Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/llmsc/moodle/public/incompletes.html>.

Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.