Leadership Development for Business Students
SYLLABUS AND SCHEDULE | Spring 2015

Course description/rationale

Leadership Development for Business Students is the first step in the Albers Undergraduate Leadership (UGL) Program. The course and the broader UGL Program are special opportunities for Albers freshmen and sophomores to develop leadership skills. Successful UGL Program students will exercise leadership within Albers and Seattle University, jumpstart connections with the business community, and earn special recognition upon graduation.

Course information

<table>
<thead>
<tr>
<th>Course code</th>
<th>Instructor information</th>
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<tbody>
<tr>
<td>BUAD 2830-01</td>
<td>Instructor: Sharon Lobel</td>
</tr>
<tr>
<td></td>
<td>Teaching Assistant: Millena Williams</td>
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<table>
<thead>
<tr>
<th># credits</th>
<th>Phone: 296-6486</th>
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<tr>
<th>Location</th>
<th>Emails: <a href="mailto:lobel@seattleu.edu">lobel@seattleu.edu</a> <a href="mailto:williami@seattleu.edu">williami@seattleu.edu</a></th>
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<table>
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<tr>
<th>Class times</th>
<th>Office: P501</th>
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<tbody>
<tr>
<td>M 6:00-8:05</td>
<td>Office hours: By appt.</td>
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| Apr 1, Apr 15, Apr 29, May 13, June 3 |

I will check my email regularly. You can email me at any time, but you may not receive a response outside regular business hours. Generally, emails received before 3 p.m. will receive a response before 5 p.m., and emails received after 3 p.m. will receive a response on the following business day. Business days are Monday–Friday, except for holidays.

Learning outcomes

On successful completion of this course (i.e. by passing this course), you will be able to

1. Define leadership, recognize expressions of leadership, and identify key characteristics and skills associated with effective leaders (The Big Picture)
2. Increase self-awareness in relation to your leadership skills and begin to develop a personal philosophy of leadership. (Your Now and Future Self)
3. Identify opportunities for you to exercise leadership (Your Sphere of Influence)
4. Engage in a positive, inclusive learning experience where you will be challenged and supported. (Your Undergraduate Leadership Program)
Instructional methods
Since we meet only 5 times, a lot of what you do this quarter will be outside of class. We will continue with our textbook reading and discussion in class. As this is a two-credit class, you can reasonably expect an average of 4-6 hours of homework each week throughout the quarter.

Evaluation: Overview of assignments

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>RELATIVE VALUE</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>Leadership Action Project (LAP)</td>
<td>60%</td>
<td>Ongoing</td>
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<td>Final Exec Summary and Presentation on June 2</td>
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<tr>
<td>Participation</td>
<td>15%</td>
<td>Class and LAP*</td>
</tr>
<tr>
<td>Leadership Journal</td>
<td>25%</td>
<td>Ongoing</td>
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</table>

*Note: Peer evaluations of your performance in the Leadership Action Project (see Rubric on Canvas) will contribute towards your course participation grade.

Required reading:
Additional material as assigned in schedule below.

Attendance and participation expectations
My goal is to create a learning environment in which you can be incredibly successful. I will work hard to create and improve the learning environment throughout the quarter based on my own observations of the course and your feedback on what would help you learn more. In return, I ask and encourage you to make the most of this learning opportunity. Preparing for class demonstrates that you take your responsibilities seriously and understand that you are accountable for your grade. Please take advantage of the academic support services available to you at the university.

- As potential leaders, I expect you to take ownership of your personal learning process by preparing for class and completing assigned readings and written assignments by the due date.
- I highly value students who inform me promptly of concerns that affect the whole class, e.g., a web link that is not functioning or assignment instructions that are unclear. I also appreciate feedback that reflects concerns being voiced among students, but which no one is sharing directly with me.
Missed classes
Since we have a limited number of class sessions, you must plan ahead so that other
activities do not conflict with your attendance and prompt arrival for all scheduled
sessions and activities. Please advise me by email if you plan to be absent.

Cell phones and laptops
So that we can all stay focused and get the most from our time in class, all cell phones
– including my own – must be turned off except by prior agreement. If a phone goes off
during class, you must bring treats for all class members at the next class.
You may use your computer only for classwork related to this class. Using laptops can
be a distraction, both for other students and for the instructor. We will readily notice
when you are using your devices for checking email, preparing for another class, web-
browsing, etc. because it is distracting to me and your neighbors. The temptation to
“multi-task” with your electronic devices is extremely discourteous to the entire class,
and would be a waste of your own learning opportunity. Inappropriate laptop and
cellphone use is disrespectful and will affect your participation grade.

GRADING SCALE

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>100–94</td>
<td>Superior</td>
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<tr>
<td>A–</td>
<td>93–90</td>
<td></td>
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<tr>
<td>B+</td>
<td>89–87</td>
<td>Good</td>
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<tr>
<td>B</td>
<td>86–83</td>
<td>Adequate</td>
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<tr>
<td>B–</td>
<td>82–80</td>
<td>Poor</td>
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<tr>
<td>C+</td>
<td>79–77</td>
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<tr>
<td>C</td>
<td>76–73</td>
<td></td>
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<tr>
<td>C–</td>
<td>72–70</td>
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<td>D+</td>
<td>69–67</td>
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<td>D</td>
<td>66–63</td>
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<td>D–</td>
<td>62–60</td>
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<td>F</td>
<td>59 or less</td>
<td>Failing</td>
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An agreement to receive an Incomplete (I) grade may be negotiated if your
circumstances do not allow you to finish the course. The Incomplete Removal
Policy of the university is available on the Office of the Registrar web site:
https://www.seattleu.edu/registrar/Policies.aspx

STUDENT RESPONSIBILITIES FOR LEARNING

Apr 1 Perspectives on Leadership
READ:
Prepare to discuss the following in class:
• What is Blue ocean leadership? How is it different from other leadership
  perspectives?
• What problem is it attempting to understand and solve?
• What is a Leadership Canvas?
• How does blue ocean leadership apply to your current life?
In class, we will read Scary Person (p. 188 in Chapter 6) and talk about selecting a
person you will approach. You will be reporting on your interaction in LJ 1 (due May 10).
Apr 2-8 Persuading Others
1. Please complete the Harvard ManageMentor tutorial Persuading Others
2. Each person should complete the Worksheet for Establishing your Credibility in relation to the individuals to whom you will be presenting your LAP idea

Apr 8 (No Class) Leadership Action Project
1. Review your team contract and revise as necessary based on your experience in Winter quarter. Upload a copy of the revised team contract for your LAP.
2. Complete Part II.2 in the Group Learning Project Plan: Strengthen Your Credibility from the Harvard ManageMentor module on Persuading Others (PO) with your LAP team.
3. Review the Group Learning Project Plan: Craft a Persuasion Strategy for a Key Audience. Discuss with your LAP team how you will use this resource over the course of upcoming meetings with important stakeholders.

Apr 9 (No Class) Leadership Action Project
1. Upload completed Agenda and Contact Forms to Canvas (one per team)
2. Prepare a 1 paragraph summary of your progress since Apr 1 (one per team)
3. Describe your team’s plan for using the resource “Craft a Persuasion Strategy for a Key Audience.”

April 12 Leadership Journal 1
READ:
1. Daft, Chapter 6
2. In your LJ:
   a. Discuss an act of courage you observed or researched in the media. Why do you consider it courageous? What were the consequences of the courageous act?
   b. Would you be capable of doing this courageous act? Why or why not?

Apr 12-19 Difficult Interactions
Please complete the Harvard ManageMentor module on Difficult Interactions.

Apr 15 Overcoming Resistance to Change; Acts of Courage
READ:
C. Bielaszka-DuVernay, “Take a strategic approach to Persuasion” in Persuading Others.

For class:
1. Be prepared to engage in the Discussion on Overcoming Resistance to your Idea from Persuading Others in class.
2. Bring copies of (a) your individual Worksheets for Establishing your Credibility and (b) your team plot for Part II.2 (Day 14) to class for Strengthen Your Credibility to class (Day 14)
3. Be prepared to discuss acts of courage you have observed or researched in the media.
Apr 16 (No Class) Leadership Action Project
1. Upload completed Agenda and Contact Forms to Canvas (one per team)
2. Prepare a 1 paragraph summary of your progress since Apr 9 (one per team)

Apr 19 Leadership Journal 2
After completing the module on Difficult Interactions, write about the following:
1. Review what you learned about your attitude towards conflict at our retreat.
2. Which concepts or ideas from this module do you think will be most useful in helping you develop a more versatile response style to managing difficult interactions and conflict with others? Distinguish between what you think you “should” do and what you actually “will do” in responding to this prompt.

Apr 23 (No Class) Leadership Action Project
1. Upload completed Agenda and Contact Forms to Canvas (one per team)
2. Prepare a 1 paragraph summary of your progress since Apr 16 (one per team)

Apr 26 Leadership Journal 3
Complete the Worksheets in the Difficult Interactions module for Finding the Source of the Difficulty and for Deciding Whether to Deal with a Difficult Interaction in relation to one or more individuals at work, home, class, on a team with you, or at SU. The Perceptions and Behavior Assessment tool can be useful to explicitly diagnose areas of agreement and disagreement in relation to the individual(s).
1. Describe the individual(s) and situation(s) you selected.
2. What surprised you as a result of filling out the worksheets?
3. What are your conclusions? I.e., should you address the situation or let it go?

April 29 Guest Speaker Calvin Lyons
Read:

Be prepared to discuss:
1. What are some pressures you face as a student that challenge your ability to do the right thing? Evaluate your response to these pressures in terms of your level of moral courage, referring to the material in Chapter 6.
2. Consider the undergraduate business students you interact with as an Albers student. Is it possible to reconcile the trends described in the two articles with the need for ethical and socially responsible leadership in business settings? How?

Apr 30 (No Class) Leadership Action Project
1. Upload completed Agenda and Contact Forms to Canvas (one per team)
2. Prepare a 1 paragraph summary of your progress since Apr 23 (one per team)
May 3 Leadership Journal 4
Read the articles: Tension in Teams and Create Value out of Conflict in Difficult Interactions.
In your LJ, respond to the following:
   1. How do these articles apply to a team that you are currently part of at work, school, or another setting?
   2. What are some new ideas about conflict and tension in teams that you can use in teamwork? Distinguish between what you think you “should” do and what you actually “will do” in responding to this prompt.

May 7 (No Class) Leadership Action Project
1. Upload completed Agenda and Contact Forms to Canvas (one per team)
2. Prepare a 1 paragraph summary of your progress since Apr 30 (one per team)

May 10 Leadership Journal 5
See Scary Person exercise on p. 188.
You will reach out to one or more scary persons in your life using the strategies in the Scary Person exercise. In your LJ, please respond to the following:
   1. Describe the person(s) you selected and the reason for your selection
   2. Were you successful in reaching out?
   3. What did you discover about the Scary Person and yourself? Incorporate Ch. 6 discussion of F.E.A.R. vs fear.
   4. Looking back to LJ 1, do you consider what you did (or not) to be an act of courage?

May 13 Leadership Communication; Leadership Panel (And Pizza!!)
READ:
1. Daft, Chapter 9
WRITE:
1. What kinds of interactions have you had with older people about your use of technology? How can you develop your effective listening skills in a world of constant technology usage and dependence on devices for interaction?
2. Do you believe it is important to write well? To read books? Why or why not? What trends are you seeing among millennials in relation to these traditional forms of developing knowledge, building skills, and experience?

May 14 (No Class) Leadership Action Project
1. Upload completed Agenda and Contact Forms to Canvas (one per team)
2. Prepare a 1 paragraph summary of your progress since May 7 (one per team)
May 21 (No Class) Leadership Action Project
1. Upload completed Agenda and Contact Forms to Canvas (one per team)
2. Prepare a 1 paragraph summary of your progress since May 14 (one per team)

May 28 (No Class) Leadership Action Project
1. Upload completed Agenda and Contact Forms to Canvas (one per team)
2. Prepare a 1 paragraph summary of your progress since May 21 (one per team)

June 1 (No class – Assignment Due Date by 5 pm to P501)
Submit Spring extracurricular requirements worksheet on Canvas.

June 3 Leadership Action Projects
Leadership Action Project: Presentation and Exec Summary (upload to Canvas)
Peer Evaluations (Confidential but not anonymous. You must also evaluate yourself. Each person should separately turn in a hard copy to me in an envelope.)

LEADERSHIP ACTION PROJECT
Objective:
- Exercise leadership to address one or more challenges that business students face within Albers or Seattle University.
- Build confidence and skills in leading change, influencing others, and teamwork

Process: During Winter Quarter you began work on your Leadership Action Project. The challenge(s) you chose should be broad enough to require sustained effort from each member throughout Spring quarter. Your challenge should meet the following requirements:
1. Clear connection to priorities of Albers undergraduates
2. Potential to provide a major contribution to address an issue of concern
3. A reasonable scope
4. Clear measures of success and well-defined goals
5. Enthusiasm for project!

Deliverables:
1. You submitted your signed team contract early in Winter Quarter. Each person should have a personal copy of the team contract. By April 8, please review your contract and adapt as necessary to insure your success in Spring Quarter. Your contract should include the following elements:
   a. Statement of leadership team mission
   b. Rationale for project: Key problems you will address (Present situation)
   c. Expected outcomes: (Desired situation)
   d. Team members
      i. Expertise
      ii. Desired opportunities for leadership development
   e. Meetings
      i. Frequency, length, location
      ii. Who will prepare agenda
      iii. Meeting roles
f. Team decision method(s) (Some possible methods are listed below.)
   i. Absolute consensus
   ii. Modified consensus (some people can live with decision even if it’s not their top choice)
   iii. Veto power
   iv. Voting

g. Other team norms regarding type of communication and expected response time, interim conversations about team/individual performance, etc., team conflict and “gossip,” etc.

h. Schedule
   i. Stages: (e.g., Research, Alternative evaluation and selection, Implementation process etc. or terms of your choosing to describe different stages)
   ii. List of critical tasks for each expected outcome
   iii. Start and finish dates for critical tasks
   iv. Team member with primary responsibility for each critical task and who will provide support
   v. Sub-tasks – Allocate responsibilities

2. Throughout the quarter, you will be providing weekly updates on your progress. You will submit the Agenda and Contacts forms along with a 1-2 paragraph description of your progress in the prior week.

3. On the last class day, each team will deliver a presentation on your LAP and will turn in a written summary of your project. I will invite the Dean, Associate Dean, and Assistant Dean to attend your presentations. Presentation and written summary will include:
   a. Your mission
   b. Key problems you chose to address
   c. Implementation of your plan (what you did to achieve your objective)
   d. Overall assessment of processes and outcomes
   e. Plan for sustainability of your project (Will you remain involved? Will others be recruited? What else needs to be done?)
   f. A paragraph or two from each individual describing:
      i. What specific experience or feedback gave you insights into your leadership capacity?
      ii. Next steps to achieve your development goals.

The Leadership Action Project will contribute to your grade in several ways:

1. Weekly updates will contribute to the final assessment of Design and Execution of your LAP and Member Engagement (worth 40% of grade)
2. Executive Summary (worth 10% of grade)
3. Presentation (worth 10% of grade)
4. Peer evaluation (contributes to your overall Preparation and Participation (15% of grade).

FORMATTING AND EDITING YOUR ASSIGNMENTS
Please use the following as a checklist to insure proper formatting of your written assignments.

- Use complete sentences in your responses.
- Quotations must be cited with source and page number:
  “Leaders have the courage to act on their beliefs” (Daft, 15).
  Paraphrased responses must also use citations:
  According to Daft (p. 24), we don’t have to wait until we hold a formal position to exercise leadership. We can practice leadership every day inside and outside of the classroom.
- Each page should be typed and double-spaced, with 12 point Helvetica or Arial font and 1” margins.
- Left-align your type. Do not use “justified” text.

VIP (Very Important Point!!)
It is important that your work is clearly presented and easy to read. **You must carefully proofread your papers** Do not rely on the Word Spelling and Grammar tool to find and correct all your errors! I have seen too many incorrectly Spellchecked papers. For example, “My voice is horse.” Writing that has been carefully proofread is an important practice to demonstrate that you take pride in your work. Submitting written assignments full of errors leaves the impression that you think sloppy work is acceptable or that you just don’t care. Note to self: Effective leaders communicate effectively, whether writing or speaking.
I will stop reading your paper once I encounter the fourth gross error and I will assign a grade based on what I’ve read to that point. Therefore it is a good idea to ask someone, who writes well, to proofread your papers if you are uncertain about your editing abilities.

Note: Rubrics for Attendance and Presence, Leadership Journal, and LAP will be posted on Canvas.

EXTRACURRICULAR LEADERSHIP DEVELOPMENT REQUIREMENTS
In Spring Quarter, students are required to:
1. Attend Albers Undergraduate Leadership Club meetings and/or participate in activities sponsored by the club.
2. Maintain membership on the Albers Undergraduate Leadership Program page on Facebook*
3. Attend at least 2 workshops focusing on professional development and leadership. A workshop is an organized event that has you engage in doing a relevant activity. You may choose events from the Albers Placement Center, Leadership Development Center, or other sponsors. If you are not sure whether an event is appropriate for this requirement, you should clear it with me prior to the event. Examples of workshops students have attended in the past include: Etiquette Dinner, Internships 101, Resume Review, ENGAGE (developing networking skills), Transformational Speaking, Business Communication Workshop.
3. Attend at least 2 separate events involving speaker(s) relevant to leadership. One of these should be an Ethics Week speaker. If you are not sure whether an event is appropriate for this requirement, you should clear it with me prior to the event. Examples of leadership speaker events students have attended in the past include: Albers Executive Speakers, Lunches with Leaders, and Town Hall speakers.

4. Participate in at least 4 hours of service, if you have not already met requirement in Winter.
### Rubric for Participation and Preparation (15 points)

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>2 -4</th>
<th>0 - 1</th>
<th></th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td><strong>Attendance/ Promptness/Time Management</strong></td>
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<tr>
<td>Student is always prompt and regularly attends classes; meets all deadlines for submission of assignments</td>
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<tr>
<td>Student is occasionally late, advises in advance about an unavoidable absence; 1 missed deadline</td>
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<tr>
<td>Student is frequently late, and misses 2 or more classes; doesn’t advise in advance; misses several deadlines for assignments</td>
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<td><strong>Contribution to class climate</strong></td>
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<td>Student frequently contributes to learning climate with questions and comments; provides feedback that may reflect concerns other students have but don’t express; Listens attentively and builds on others’ ideas</td>
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<tr>
<td>Student occasionally contributes to learning climate; responds to questions directed at him/her; inconsistent attention to others’ comments</td>
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<td>Student almost never contributes to learning climate Poor listening skills</td>
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<td><strong>Preparation</strong></td>
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<td>Student is always prepared for class with assignments and required class materials; Completes assigned reading as demonstrated by comments in class</td>
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<td>Student requests to turn in an assignment “right after class”; may be unprepared on one or two occasions</td>
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<td>Student seems not to have read syllabus or assigned readings carefully; “didn’t know he/she was supposed to…”; not taking responsibility for own learning</td>
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**TOTAL SCORE**
<table>
<thead>
<tr>
<th>Leadership Action Project, Exec Summary, Presentation</th>
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<tbody>
<tr>
<td><strong>Design and Execution [30 points]</strong></td>
</tr>
<tr>
<td>- Project was clearly connected to priorities of Albers undergraduates</td>
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<tr>
<td>- Project was of reasonable scope for time frame</td>
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<td>- Team established clear objectives and measures of success</td>
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<td>- Project was at appropriate level of challenge for leadership students</td>
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<td>- Team maintained steady progress as evidenced in weekly updates</td>
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<td>- Team effectively applied material from Persuading Others module to influence others</td>
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<tr>
<td>- Team established appropriate solutions for problems encountered during execution of project</td>
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<td>- Team communicated appropriately with all relevant stakeholders to collect necessary approval</td>
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<td>- Team achieved desired or feasible results</td>
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<td>- Team has plan for sustainability beyond this quarter if project is not completed</td>
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<td>23-30</td>
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<tr>
<td>Meets all criteria at high level</td>
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<table>
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<tr>
<th>Leadership Development [10 points]</th>
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<tr>
<td>- Team leveraged expertise and skill of all team members</td>
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<td>- Team members demonstrated persistence in the face of obstacles</td>
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<td>- Team members convey enthusiasm about accomplishment</td>
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<td>- Team project offered opportunities for leadership development for each member</td>
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<td>8-10</td>
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<tr>
<td>Meets all criteria at high level</td>
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<table>
<thead>
<tr>
<th>Executive Summary Content and Writing Style [10 points]</th>
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<tbody>
<tr>
<td>- Includes all required elements</td>
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<tr>
<td>- Clearly demonstrates what you did</td>
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<tr>
<td>- Describes the challenges you faced and how you addressed them</td>
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<tr>
<td>- Reports degree of perceived impact on Albers and/or SU</td>
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<tr>
<td>- Shares insights about leadership development</td>
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<tr>
<td>- Paper has been spell-checked and is free of typos</td>
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<tr>
<td>- Paper has been edited for grammar</td>
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<tr>
<td>- Shows pride in professional work</td>
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<tr>
<td>8-10</td>
</tr>
<tr>
<td>Meets all criteria at high level</td>
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<table>
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<tr>
<th>Presentation [10 points]</th>
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<tbody>
<tr>
<td>- Clearly demonstrates what you did</td>
</tr>
<tr>
<td>- Describes the challenges you faced and how you addressed them</td>
</tr>
<tr>
<td>- Reports degree of perceived impact on Albers and/or SU</td>
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<tr>
<td>- Shares insights about leadership development</td>
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<tr>
<td>- Employs engaging and appropriate media (e.g., video)</td>
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<tr>
<td>8-10</td>
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<tr>
<td>Meets all criteria at high level</td>
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**TOTAL**
Seattle University Academic Policies and Resources

LIBRARY AND LEARNING COMMONS http://www.seattleu.edu/learningcommons/

WRITING CENTER
The Writing Center employs undergraduate writing consultants who assist students at all stages of the writing process. Consultants will help students begin writing tasks, organize and develop first drafts, and revise and edit later drafts.

LEARNING ASSISTANCE PROGRAMS
Learning Assistance Programs provide peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual meetings with a learning specialist.

ACADEMIC POLICIES ON THE REGISTRAR WEBSITE
https://www.seattleu.edu/registrar/academics/performance/

Be sure that you understand the following university academic policies, posted on the Registrar’s website:

ACADEMIC INTEGRITY POLICY
ACADEMIC INTEGRITY TUTORIAL https://www.seattleu.edu/academicintegrity/

ACADEMIC GRADING GRIEVANCE POLICY