



NORTHWOOD UNIVERSITY

Academic Standards

INTRODUCTION

The DeVos MBA Program is unique in design. Each course builds upon previous courses. Through the cohort programs, the participatory case method builds a strong colleague relationship and support system with classmates. Further, the program has specific and aggressive educational goals which must be accomplished in an accelerated learning environment. A high degree of commitment is expected of each student to maximize personal and professional growth.

ASSESSMENT OF PERFORMANCE

Successful completion of each course in the DeVos MBA program requires demonstration of mastery in business acumen, critical thinking, and personal effectiveness skills. This will be evaluated through written assignments, as well as participation in cohort learning discussions, each of which comprise 50% of the course grade.

CONTRIBUTION APPROACHES

During each class period, you should be actively engaged in the discussion of the readings, cases, exercises, and applied experiences that relate to the subjects we are studying. This is an opportunity to examine your role as a group member, and to enhance your own skills in contributing to a group discussion. You will receive feedback periodically throughout the course on your contributions in the following categories:

- Actively listens
- Facilitates the process
- Engages others
- Offers opinion/perspective
- Asks questions
- Provides applied examples
- Takes risks/challenges ideas
- Links discussion to conceptual learning and conceptual frameworks
- Persuades others
- Explains/teaches
- Understands the “big picture”
- Intervenes when appropriate to enhance class process



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CONTRIBUTION GRADING CRITERIA

The following criteria will be used in determining your contribution grade for each course. Translation from these categories to a letter grade will be at the discretion of the faculty member, and will be based on the rationale described below:

	Impact in advancing class learning	Variety of contribution approaches demonstrated	Frequency of meaningful contribution	Growth of effectiveness of contribution during course
A range	Comments consistently help move discussion forward and advance learning outcomes.	Effectively uses the majority of the contribution approaches and therefore effectively demonstrates business acumen, critical thinking, and personal effectiveness.	Actively contributes at appropriate times; consistently makes relevant comments that reflect thorough preparation, an understanding of: assigned reading(s) and others' views and insights.	Consistently incorporates feedback from peers/instructor and demonstrates appropriate application.
B range	Comments sometimes advance the conversation, but sometimes do little to move it forward or to advance learning outcomes.	Occasionally demonstrates an ability to effectively exhibit some participatory behaviors; demonstration of participatory behavior(s) is sometimes ineffective.	Occasionally contributes; comments sometimes irrelevant or indicate lack of attention to previous remarks of other students. Sometimes arrives unprepared or with only superficial preparation.	Able to incorporate feedback and sometimes demonstrates appropriate application; reverts to previously cited ineffective behaviors and/or comments.
C	Comments do not advance the conversation and/or learning outcomes; comments are sometimes distracting to discussion.	Demonstrates few of the contribution approaches and therefore demonstrates the three DeVos outcomes at a very low level.	Rarely contributes; generally not engaged. Exhibits little evidence of having read or thought about assigned material; comments reflect little understanding of either the assignment or previous remarks.	Does not demonstrate an ability to incorporate feedback; little positive change in performance during course.
F	Comments consistently get in the way of learning and serve to drive the conversation backward – OR – comments are not offered and therefore have no impact.	Demonstrates none of the contribution guidelines and therefore fails to demonstrate the three DeVos outcomes.	Never contributes – OR contributes with no connection to course content and contributions of other students.	Does not exhibit any effort toward improvement – OR demonstrates resistance toward the idea of improvement.
<p><i>Your final grade for Contribution is a composite of your performance against the criteria. You will receive feedback about your Contribution at least twice per course, and you are encouraged to engage the faculty for coaching conversations related to improving your contribution. Remember that the feedback you receive at the mid-point of the course is interim feedback reflecting your contribution from prior weeks; your overall Contribution grade for the course is a cumulative grade reflecting your contribution for the entire course. Accordingly, an interim grade estimate may indicate a final grade to the degree your contribution remains unchanged. Finally, please be aware that the criteria described above cannot be demonstrated if you are not in class; therefore feedback here does not reflect your attendance record.</i></p>				

If a grade were assigned today, it would be in the: _____ (A range, B range, C, F)



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ATTENDANCE

Due to the active role that each student plays in the DeVos learning process, attendance is vital to success in the program both for the individual student as well as the other members of the cohort. Absences and tardiness for class meetings are considered in the calculation of the student's participation grade, regardless of the reason for the absence. After assessing your contribution to classes you attend, attendance will be considered in finalizing your contribution grade. The following formula will be applied to reducing your contribution grade:

% of Classes Missed	% Cumulative Reduction from Earned Contribution Grade
6-15%	5%
16-25%	15%
26-40%	25%
>40%	Automatic "F" for Contribution

Missing more than half of a single class meeting will be counted as a full absence.

Unique circumstances should be discussed with the faculty member and the Program Center Manager and may lead to a possibility of a leave of absence.

ACADEMIC INTEGRITY

Academic honesty and integrity are fundamental to the educational process of The Richard DeVos Graduate School of Management. Academic dishonesty includes:

- Submitting the work of another, as one's own
- Allowing one's own work to be submitted, in part or total, as the work of another
- Completing any assignment for another student
- Allowing any assignment to be completed for oneself, in part or total, by another
- Interfering, in any way, with the resources or work of another person
- Fabricating or falsifying data or results

If an instructor, administrator, or another official of the Graduate School discovers a case of academic dishonesty, the culpable student may receive a failing grade on the assignment or for the course. The Academic Dean will be notified of this incident in writing and will determine whether the circumstances also warrant dismissal from the program.

COURSE COMPLETION

A grade of incomplete may be earned for unfinished course work and is at the discretion of the faculty. The student must satisfactorily complete all work required by the instructor in the time line determined by the faculty member, with a maximum of 90 days of the end of the course. Circumstances requiring an extension of this period need approval by the Academic Dean prior to the expiration date. Failure to meet these requirements will result in the student receiving an "F" for the course.



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GRADING SCALE

If your professor uses a point system for grades, a percentage of the points you earned in the class will be converted into a letter grade and will use the following interpretation:

Percentage	Grade	Points	Interpretation
94-100	A	4.0	Demonstrates comprehensive acquisition of all skills articulated in course learning objectives
90-93	A-	3.7	Demonstrates proficient acquisition of most skills articulated in course learning objectives
87-89	B+	3.3	Demonstrates proficient acquisition of many of the skills articulated in course learning objectives
83-86	B	3.0	Demonstrates acceptable acquisition of skills articulated in course learning objectives
80-82	B-	2.7	Does not demonstrate acceptable acquisition of some skills articulated in course learning objectives
70-79	C	2.0	Does not demonstrate acceptable acquisition of many skills articulated in course learning objectives
Below 70%	F	0.0	Does not demonstrate acceptable acquisition of most skills articulated in course learning objectives

Demonstration of skill level is weighted approximately 50% for contribution to classroom discussions and 50% for written analysis. All written work should be submitted in electronic form and it will be processed through a program to insure originality of work.



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GRADE APPEALS

The Graduate School recognizes that the faculty member is responsible for the evaluation of the student's course work and is the sole judge of the grade earned by the student. Except in the case of a potential calculation error for a course grade, appeals must focus on specific course assignments or other graded components, including participation grades. If a student disagrees with a specific grade received, it is his/her responsibility to formally contact the faculty member, by correspondence, to request a review within 7 days of receiving the grade in question. If the overall grade in the course is in question, the student must contact the faculty member, by correspondence, to request a review of the calculation of the total course grade within 30 days of the posted grade. The faculty member will communicate the results of the grade review and his/her decision to the student.

If the student does not agree with the decision, s/he can formally request, via correspondence, a mediation meeting with the Academic Dean. Correspondence should include the reason for the request for mediation, reasons for disagreement with the faculty member's decision and copies of the documentation submitted to the faculty member. The Academic Dean will schedule a meeting, acting as mediator not arbitrator, between the faculty member and student. If the two parties reach agreement, the Academic Dean will submit documentation to the student file indicating this decision.

If it has not been resolved to the student's satisfaction, the final step is for the student to submit a letter of appeal requesting a formal and definitive decision from the Academic Dean. This correspondence must clearly state why the student believes that a resolution cannot be reached among the two parties. The Academic Dean will formally submit a decision based on the mediation meeting and submitted materials. The grade review is considered to be closed once this decision has been made.

ACADEMIC PROBATION & DISMISSAL

A cumulative grade point average (CGPA) will be calculated for each student at two intervals during their academic program. The first interval will occur upon completion of the fourth course, and the second interval upon completion of the eighth course in the program of study. At the first interval audit, students not maintaining a CGPA of 3.000 will be placed on academic probation. If the student entered the program on probationary status and they do not maintain a CGPA of 3.000, they will be academically dismissed from the program. At the second interval audit, a CGPA will again be calculated. If the CGPA at this point is below a 3.000, any student who has already been on academic probation will be academically dismissed. At the completion of the program, a CGPA will again be calculated. The student must achieve a CGPA 3.000 for the awarding of the MBA degree.

In addition, receiving an "F" in any course will result in immediate academic dismissal.

Appeals should be directed, in writing, within 48 hours of receipt of the dismissal letter, to the Academic Dean who will consider the merits of the appeal. A response will be sent via email.

A final appeal can be made to the Chief Academic Officer of Northwood University within 48 hours of receipt of the appeal decision. The decision of the Chief Academic Officer will be sent via email and will be final.

To help ensure successful completion of the MBA program, it is highly recommended that students actively monitor their cumulative grade point average and seek mentoring, if needed, from Program Center Managers, faculty, or the Academic Dean.



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LEAVE OF ABSENCE & WITHDRAWAL PROCESS

A leave of absence must be requested by a student when personal circumstances interfere with their ability to make satisfactory progress toward degree completion. A leave of absence is requested from and granted by the Academic Dean. If a student is granted an immediate leave of absence during a semester, the student must withdraw from all current courses as well as program of study. Re-entry into the program will require modifications to the original program of study. A student who takes an unauthorized leave of absence will be considered to have voluntarily withdrawn from the program.

Students who wish to withdraw from their program with a grade of “W” must contact their Program Center Manager to officially begin the process prior to:

- 8 Week Course: Friday of Week 6
- 16 Week Course: Friday of Week 12

GRADUATION REQUIREMENTS

Successful completion of the MBA program requires a cumulative grade point average of 3.000 or greater for all course work. In order to receive a diploma, transcript or any confirmation of program completion, accounts receivables have to be at a zero balance.

To maintain satisfactory progress in the program, students are expected to enroll in the prescribed course schedule each semester. All course work requirements must be completed within five years of the student’s program start date.

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