

AMBERTON UNIVERSITY
e-COURSE SYLLABUS

BUS5460.E1 Customer Service Best Practices
Winter 2027

PROFESSOR INFORMATION:

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COURSE INFORMATION:

BUS5460.E1 Customer Service Best Practices

Level: Graduate

Beginning Date of Session: Saturday, December 5, 2026

Ending Date of Session: Thursday, Thursday February 25, 2027

Student access available to the Student Portal: Saturday, December 5, 2026

Winter Holiday Break:

Saturday, December 19, 2026, through Friday, January 1, 2027

(Classes resume on Saturday, January 2, 2027.)

Students enrolled in distance learning courses are not assessed any additional fees for security or identity verification.

COURSE PREREQUISITES:

None

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: Customer Service: Skills for Success

Author: Lucas, Robert W.

Publisher: McGraw Hill Publishing Company

Year Published: 2022

Edition: 8th

13: 9781260381900 (print), 9781265017668 (loose-leaf), 9781265865290 (ebook)

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, www.Amberton.edu. There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy to use interface, online buyback of books, and same day shipment of most titles with an average delivery time of 2-3 days depending on the student's location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in the course syllabi so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks may only be available on the University's Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

APA Requirement

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the *Publication Manual of the American Psychological Association*, (7th ed.). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

COURSE COMPETENCIES:

The course is designed to benefit both Customer Service Frontline Representatives and Supervisors, who interact directly with Customer Stakeholders in a Customer Service capacity. The course provides Customer Services Representatives and Supervisors with the skills and key techniques necessary for success in performing their role of providing customer assistance, resolving conflict, and meeting customer needs. The critically important qualities of the Representative and Supervisor will be examined, including an extensive knowledge of customer service procedures, ability to resolve customer complaints, leadership and training skills, teamwork, and practicing a “deep respect for the customer” attitude. A variety of topics will be discussed, including effective communication, human behavior, cultural awareness, conflict resolution, and critical thinking skills.

experience to be successful in this field.

CAVEAT: No graduate credit will be awarded if BUS4460 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

1. Evaluating consumer behavior, including why consumers behave in the manner they do and how to relate to their situation.
2. Evaluating various types of conflict and identifying and applying a strategic solution that is appropriate for each situation.
3. Assessing the importance of ethical conduct, its value to the company, individual development, and demonstrating the ability to adhere to these standards when dealing with consumers.
4. Assessing the importance of ethical conduct, its value to the company, individual development, and demonstrating the ability to adhere to these standards when dealing with consumers.
5. Demonstrating how personal motivating factors and personal skills support employee development.
6. Demonstrating an understanding of stressors within the workplace, how to effectively deal with them, and how to minimize their negative effects.
7. Evaluating the impact of diversity training programs on successful customer service.
8. Applying effective cross-cultural communication.
9. Applying an understanding of the theoretical perspectives of discrimination and affirmative action.
10. Practicing the importance of seeing the customer's perspective and making appropriate adjustments to create a win-win situation.
11. Demonstrating and practicing empathy.
12. Applying critical thinking skills, including the ability to learn, to reason, to think creatively, to make decisions, and to solve problems using critical thinking.
13. Recognizing the importance of ethical conduct and demonstrating the ability to adhere to these standards when dealing with consumers.
14. Utilizing AI, the student will explore means of understanding stressors within the workplace, how to effectively deal with stressors, conflict, and how to minimize their negative effects.
15. Discovering the impact of diversity training programs on successful customer service, and how to develop cross-cultural communication.
16. Practicing the importance of seeing the customer's perspective, demonstrating empathy, and making appropriate adjustments to create a win-win situation.
17. Devising plans to critically think through specific customer service scenarios dealing with conflict resolution.

ACQUIRED SKILLS

1. Conflict Resolution
2. Emotional Intelligence
3. Development of Soft Skills

COURSE POLICIES:

(Students must comply with the calendar on turning in assignments. It is imperative that students adhere to these deadlines. Students not complying with the deadlines will be penalized 15 points per

day for late assignments. All times are in the Central Time Zone. Students will not be penalized for submitting assignments early.

Students may also submit assignments before they have received a previous submitted assignment. All assignments must be submitted by Monday, February 22, 6 PM CST. If all assignments are not received by Monday, February 22, 6 PM CST, the student will receive a 0 (zero) for the/those missing assignment(s).

NOTE: Please order your book in plenty of time so that when class begins on Saturday December 5, you will be ready and prepared to start the assignments. Please be in attendance for all classes. There will be some assignments completed in class so that the student will not have an opportunity to make up.

Also, please understand that all assignments must be submitted on time and in accordance with the due date. For those assignments not submitted on time, there will be a 15 point per day penalty. You are more than welcome to complete your assignments in advance.)

Student's Responsibilities

This syllabus contains information, policies, and procedures for a specific course. By enrolling, the student agrees to read, understand, and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

Attendance Policy:

Regular and punctual class attendance and engagement is expected at Amberton University. In case of an absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. **Ceasing to attend classes does not constitute an official withdrawal.**

Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. A Student in a lecture course missing more than 20% (two class periods for weekday classes or one class period for Saturday classes) of the class meetings may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

Attendance in a distance learning course is defined as active participation in the weekly online class sessions. "Active participation" can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

Plagiarism Policy

Plagiarism is the presentation of someone else's work as though it were your own. If you use another person's words, ideas, or information; or if you use material from an outside source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge that source. Plagiarism is a violation of the University's code of student ethical conduct and is one that is taken seriously. Amberton University operates on an honor system; therefore, honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton students are expected to abide by the honor system and maintain academic integrity in all their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based plagiarism detection services and applications at any time.

Self-plagiarism means reusing work that you have already published or submitted for a class. It can involve:

- Resubmitting an entire paper
- Copying or paraphrasing passages from your previous work

Self-plagiarism misleads your readers by presenting previous work as completely new and original. Students may not submit the same paper in substance in two or more classes without prior written permission of the instructors involved.

Amberton University students who use Artificial Intelligence (AI) generated content must adhere to the following policies:

Originality: Students must avoid presenting AI generated content as their own original work. It is essential to acknowledge the involvement of AI in the content creation process in order to maintain academic and ethical standards.

Paraphrasing: When using AI generated content, students must rephrase and/or modify the generated text. Paraphrased AI generated content should also be properly cited.

Acknowledgement: When using AI generated content in any assignment, proper credit must be given to the AI system that generated the content. <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Students agree that by taking this course, all required assignments may be subject to submission for a textual similarity review to Turnitin.com for the detection of plagiarism and self-plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in future papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website.

Turnitin is a writing improvement and plagiarism prevention tool which uses special algorithms, to compare text-based student submissions to the Turnitin database and other online sources. Turnitin produces a detailed **similarity report** that can be customized and viewed by instructors and students.

Turnitin "Draft Coach" is a Google based add-on to Turnitin which supports students in developing high-quality academic writing; and serves as an integrity coach. Draft Coach helps address errors and improve the quality of student's writing by highlighting grammar mistakes, identifying incorrectly cited sources, and scanning for similarity across several databases. By providing formative feedback on how to address citation issues, incorrect grammar, and matches with the Turnitin database, Draft Coach provides explanations to help students become more confident writers, capable of producing higher quality work both in academics and in the workplace.

COURSE OUTLINE AND CALENDAR:

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Quizzes:

There will be two quizzes given. It is imperative that students plan to take these quizzes. The quizzes will be given. The quiz will open on Thursday and close of Saturday at 6 PM CST. The students will be given **65 minutes to complete the 35-question multiple choice quiz. Once you start the quiz, you must complete it. You cannot start the quiz, take a break, and then return to complete it. Once you start, you must complete it. If one of the answer choices is all of the above, it simply means all of the choices.**

Article Review

The students will read and assess the article. Upon reading the article, the student will use the required template to assess the article based on the topics of the template.

The article review will be three pages in length. The reason for the three pages is in business, time is money, and brevity is important. Although brevity is important, it is equally important that you are thorough in your assessment. The student will adhere to APA format with the assignment. The assignment will include a cover page, an article review, and a reference page. The student will use two additional outside sources with this assignment and show their sources as in-text citations.

Discussion Board

There will be two discussion boards that the students will be required to participate in. The discussion question will be posted prior to the start of the class. The student may complete the discussion board as they wish if it is on or before the due date.

I like to limit my involvement in the discussion boards. Also, I will provide feedback, I like to allow the students to interact without a lot of professor involvement. The student will respond to the question from the professor in a 250-word minimum post. The student will use at least one outside source when responding to the discussion question from the professor. The student must show in-text citations and references at the bottom of their post. The students will also respond to at least one of their colleagues on both discussion boards. Quality of work, coverage of the subject, proper punctuation, and APA is also the focus on this grading assignment. **Please Note: Do not include any direct quotes that require word-for-word statements. Also, please do not attach a discussion board. Please post directly to the text.**

Essay Questions

Students will be involved in answering a set of discussion questions. The students will number and write the questions. There is no page number requirement, but the student will answer each question in a thorough fashion. The student will include one outside source when answering **each** question. Please use a different source for each question. An outside source is another source other than the text. Please adhere to APA format with the cover page, in-text citations, and references. **Please Note: Do not include any direct quotes that require word-for-word statements. Please number and type the question from addressing them.**

Research Paper

The students will research:

- Customer Service satisfaction rate within their industry (the industry your employer is in), or customer service satisfaction at your current employer.
 - The student will identify the industry,
 - The current customer service satisfaction rate (satisfaction or unsatisfaction),
 - Areas where the organization is doing well,
 - Areas where the organization needs to improve, and
 - Your recommendation on what the organizations need to do to improve their customer service.
- In this research, include the knowledge you have gained from their course and include outside research. The assignment will be written in APA format, five to seven pages, and four to six references. In summary, the assignment will include a cover page, five to seven pages, and a reference page. In writing the assignment, please use the subtopics mentioned above to segment the assignment.

PLEASE FOCUS ON THE DUE DATES AND NOT THE WEEKS

Week	Topic	Assignment	Competencies Covered	Due Date
One	Ch. 1 - The World of Customer Service		1,4	Introduce yourself

Two	Ch. 2 - Contributing to the Service Culture	Discussion One	5	Discussion Board One Due on Saturday, December 12 PM
Three	Ch. 3 - Verbal Communication Skills	Essay Questions	2	
Four	Ch. 4 - Nonverbal Communication Skills		2	Essay Questions Due Monday January 9, 6 PM
Five	Ch. 5 - Listening to the Customer	Quiz One b Ch 1-5	8	Quiz Opens Thursday, January 21 and closes Saturday, January 23, 6 PM CT.
Six	Ch. 6 - Customer Service and Behavior Ch. 7 - Service Breakdowns and Recovery	Discussion Two	3,6,10,12	Discussion Board Two Due Saturday, January 30 6 PM CT
Seven	Ch. 8 - Customer Service in a Diverse World	Article	7,9,12	Article Due Saturday February 6 at 6 PM CT
Eight	Ch. 9 - Customer Service via Technology		1-12	Essay Question Two Due Saturday, February 13, 6 PM CT

Nine	Ch. 10 Encouraging Customer Loyalty	Quiz 2 b Ch 6-10	1-12	Quiz over Chapters 6 -10. Quiz opens on Thursday, February 18 closes Saturday, February 20 at 6 PM CST
Ten	Research Paper		11,12	Research Paper Due - Monday, February 22, 6 PM CT

GRADING CRITERIA:

(Discussion Boards (2)	20%
Article	10%
Quizzes (2)	30%
Essay Questions	20%
<u>Research Paper</u>	<u>20%</u>
Total	100%

Graduate	
92 – 100	A
82 – 91	B
72 – 81	C
62 – 71	D
Below 62	F

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

A successful distance learning experience requires a flow of communication between instructor and student throughout the session. Instructor comments are considered essential to the learning process. Therefore, each assignment/exam submitted will be reviewed, graded, and returned to the student in a timely manner along with the appropriate commentary. Students should carefully review all comments.

Final grades are processed approximately one week after the last day of the session and may be located in the My Grades section of the online registration portal as well as being emailed to the student's Amberton University email. Amberton University staff will not release grades over the phone. University instructors will not leave a message with comments or grades in any type of media that is not secure.

For questions regarding grades after the semester has ended, students should use their university email account and contact the instructor at the faculty email address as provided above in *Professor Information* area.

Incomplete Grades

An "I" (incomplete grade) is given at the discretion of the professor and may be given only when an emergency or illness prevents the student from completing course requirements. Should an "I" be granted, the student has

30 days from the end of the session to complete the conditions of the incomplete. An "I" which is not properly removed within 30 days following the session enrolled will become an "F" grade.

How To Withdraw From a Course

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE DELIVERY METHODOLOGY:

This course is offered as a distance-learning course through the Moodle Learning Platform. Amberton's distance learning courses, called e-Courses, are identical to classroom courses in terms of learning outcomes, competencies, and instructor expectations. A student choosing to take an e-Course must have the following skills and technical capabilities:

1. Access to the Internet
2. General knowledge in:
 - Internet browser settings and configuration
 - e-mail and file attachments
 - Uploading and downloading files
 - Using a word processing package
3. Ability to conduct on-line research

Students who have not mastered these skills should not enroll for this course but should consider enrolling in MIS2110 Computer Concepts and Internet Technologies for instruction in these areas.

HOW TO ACCESS YOUR COURSE:

SINGLE SIGN-ON (SSO) INSTRUCTIONS FOR AMBERTON UNIVERSITY

Amberton University uses Single Sign-On (SSO) as the primary access point for University systems, including Moodle, Amberton Email (Gmail), CampusWeb, Library resources, financial information, and other University applications.

Access the Amberton SSO Portal

Go to:

<https://sso.amberton.edu>

Students should bookmark this page. The SSO portal is the main entrance to Amberton University's online systems.

The SSO Login link may also be accessed through the Amberton University website at <https://amberton.edu>.

Activate Your Account

New students receive an Amberton University welcome email with an account activation link.

Select the activation link in that email and follow the instructions to activate your Amberton SSO account and configure Two-Factor Authentication (2FA).

Your assigned username and Amberton student email address are included in the welcome email.

Student email addresses use the following format:

username@my.amberton.edu

Sign In to SSO

After your account has been activated, go to:

<https://sso.amberton.edu>

Enter your Amberton username or assigned Amberton account information and the password you established during account activation.

If you forget your password, select "Forgot Password?" on the SSO login page and follow the instructions provided.

Access Your Amberton Applications

After signing in, the SSO dashboard will display the applications available to your account.

These may include:

- Moodle
- Amberton Email (Gmail)
- CampusWeb
- Financial Records
- Library resources
- Other University applications and services

Select the appropriate application from the SSO dashboard.

Access Moodle

Students should access Moodle through the Amberton SSO portal.

Go to:

<https://sso.amberton.edu>

Sign in and select Moodle from the SSO dashboard.

Students do not need a separate Moodle username or password when accessing Moodle through SSO. Password activation and password recovery should be completed through the Amberton SSO portal rather than through Moodle.

A Student Moodle Tutorials course is available within Moodle to assist students with course navigation, assignments, communication, examinations, grades, and other Moodle functions.

Technical Support

If you experience difficulty activating your account, signing into SSO, or accessing an Amberton application, please contact:

support@amberton.edu

COURSE COMMUNICATIONS:

Students will communicate with faculty through the Moodle Learning Platform or their Amberton University email account.

Email Communication

Each student is assigned an Amberton email address in the following format:

username@my.amberton.edu

Students should access their Amberton email through the University Single Sign-On portal at:

<https://sso.amberton.edu>

Students are encouraged to check their Amberton email regularly for University notices and course communications.

Students are responsible for reviewing the “Communication Guidelines” provided in the individual e-Course for specific instructor requirements.

Students who need to retain course communications, assignments, or other materials should download and save them before the course closes.

For assistance accessing SSO, Moodle, or Amberton email, contact support@amberton.edu.

FORMAT AND SUBMISSION OF ASSIGNMENTS:

Assignments are to be submitted to the appropriate assignment Drop Box in the Moodle system. Specific directions and guidelines for submission of assignments are located on-line in the “Communication Guidelines” of the e-course. Due to compatibility issues, Office 2007 files cannot be read by earlier versions of Microsoft Office. Before submitting an exercise file, confirm the file is in the proper format for grading by the instructor.

INSTRUCTOR/COURSE EVALUATION:

Each session, all Amberton students are provided with the opportunity to evaluate their courses and instructors. The evaluation process is an important one and provides students with an anonymous and confidential way to give meaningful feedback to the University. Summary information and comments are provided to faculty after the close of the session. All information provided is anonymous.

The Instructor/Course Evaluation will be open for completion during week 9 of the session. An evaluation assignment will be placed in week 9 of the Moodle course, along with the instructions on how to complete the evaluation. Prior to week 9, the University will send out an email containing instructions and dates for the evaluation period.

RESEARCH RESOURCES:

The Library provides access to full-text, and peer reviewed articles, and digital research tools. Students can search Library holdings through the online catalog and databases search engines available on the Library website or browse the physical library space and holdings located at the Garland campus.

Research items not contained in the Amberton Library collection can be located through interlibrary Loan (ILL) or through the TexShare program with the help of the Library staff. Students with questions about available services, resources, or research, may contact the Library via email at Library@amberton.edu.

RESEARCH ACCESS:

Databases can only be accessed by authorized users, and students at Amberton must enter their Amberton ID credentials-same as Moodle login-to gain access when off-campus. Use an Amberton website, such as the University site (Amberton.edu) or the library site (Library.amberton.edu) to find links to databased and digital books. Online resources are available all day, every day.

Library Live Chat Feature

Library staff are available to assist students with research problems or questions during Library hours through a live online chat feature, telephone, email, “How-to” videos, or in person. The library telephone is (972-279-6511 ext. 185. You can email questions to library@amberton.edu or visit the library in person on the Garland campus for assistance.

Microsoft Office 365 Education:

Amberton University students have access to a license for Office 365 Education, a comprehensive suite of productivity tools. This package includes:

- Microsoft Word for document creation
- Excel for spreadsheets and data analysis
- PowerPoint for presentations
- OneNote for digital note-taking
- Microsoft Teams for collaboration
- Additional classroom tools to enhance your learning experience

To set up your student account and access these resources, please follow the instructions provided in our step-by-step guide: https://amberton.edu/wp-content/uploads/2025/01/Office365_Setup_Students.pdf

Google Workspace for Education:

All students are assigned a Gmail account in Google Workspace for Education.

To set up your student account and access these resources, please follow the instructions provided in our step-by-step guide: https://amberton.edu/wp-content/uploads/2025/01/Google_Drive_Students.pdf

Once logged into your student account, you'll have access to a suite of tools designed to enhance your learning experience:

- Google Docs: Create and edit essays, reports, and other written assignments
- Google Slides: Develop engaging presentations for projects and class discussions
- Google Sheets: Perform data analysis, create charts, and manage calculations
- Google Drive: Store, organize, and easily access all your files in the cloud
- Google Calendar: Schedule study sessions, track assignment deadlines, and manage your academic timetable
- Google Keep: Take and organize quick notes during lectures or study sessions
- Google Meet: Attend virtual classes, participate in group study sessions, or meet with teachers
- Google Classroom: Access course materials, submit assignments, and receive feedback from instructors
- Google Forms: Create surveys for research projects or participate in class quizzes
- Google Sites: Build websites or digital portfolios to showcase your work