

ORGL 8730 - Virtual and Global Leadership

I. Course Information

Course: ORGL 8730 - Virtual and Global Leadership

Semester Credit Hours: 3.0

Course CRN and Section: 23324 - L01

Semester and Year: Fall 2021

Course Start and End Dates: 08/23/2021 - 12/12/2021

II. Instructor Information

Professor: Melissa Tara Sasso

Email: ms3303@nova.edu

III. Class Schedule and Location

Day	Date	Time	Location	Building/Room
	08/23/2021 - 12/12/2021		Programs On-line	-

IV. Course Description

Catalog Description

Virtual and global leadership develops the intercultural competence that is imperative to the success of an individual, or an organization, in the virtual and global workplace. This course will help students develop the skills necessary to interact virtually and globally in any setting or location. It will lead students to develop a sense of the importance of the culture and the cultural distinctions and characteristics in the virtual and global workplace—behaviors, attitudes and emotions that can be confusing and, at times, exasperating if one does not understand the impacts of culture. Students will learn to move beyond the home solutions by asking themselves how they can come to know what they do not understand or distinguish between global differences, and they will be inspired to extend themselves, humbly and openly, to connect with those who are culturally different.

Course Rationale: The course is premised on the idea that students must be familiar with all aspects of virtual and global leadership. Students will need to be knowledgeable and develop competencies to contribute and participate in the virtual and global environment as leaders.

V. Course Objectives / Learning Outcomes

- 1) Apply knowledge to actual administrative situations.
- 2) Analyze and apply administrative skills, techniques, and theories.
- 3) Develop a philosophy for virtual and global leadership.
- 4) Demonstrate proficiencies in virtual and global leadership.
- 5) Demonstrate proficiencies in at least nine principal competencies in the field.
- 6) Demonstrate knowledge of ethics and integrity.
- 7) Demonstrate knowledge of effective program culture.

VI. Materials and Resources

Book Url: [NSU Book Store](#)

Course Required Texts and Materials:

NOTE: *Before purchasing textbooks, first check the course textbook list for updates.*

<http://nsubooks.bncollege.com/webapp/wcs/stores/servlet/TBWizardView?catalogId=10001&langId=-1&storeId=10055>

Required Textbook(s):

Gundling, E., Hogan, T., & Cvitkovich, K. (2011). *What is global leadership? 10 key behaviors that define global leaders*. Intercultural Press.

Course Supplemental Materials:

Required Supplemental Materials:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

Galvan, J. L. (2014). *Writing literature reviews: A guide for students of the social and behavioral sciences* (6th ed.). Pyrczak.

Harris, R. A. (2014). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (4th ed.). Pyrczak.

Nova Southeastern University, Abraham S. Fischler College of Education. (2016). *Format guide for the applied dissertation*. Retrieved from <http://education.nova.edu/applied-research/forms/FGAD%20May%202016.pdf>

Additional Assistance with APA Formatting and Writing:

Nova Southeastern University, Abraham S. Fischler College of Education. (2016). *Resources for writing and preparing the applied dissertation*. Retrieved from <http://education.nova.edu/applied-research/writing-and-preparing-the-dissertation.html>

Nova Southeastern University, Abraham S. Fischler College of Education. (2016). *Shark Writes*. Retrieved from <http://nova.campusguides.com/sharkwrites/writing>

Please note: Reference lists/required text information throughout this syllabus are not in accordance with 7th edition APA style, so as to allow for condensing of information; hyperlinks are included here for the convenience of students and professors utilizing this syllabus.

VII. Course Requirements

Each faculty will have their own schedules and due dates within their specific canvas course. The syllabus is generic for schedules. It will be the student's responsibility to review their specific faculty member's expectations and requirements.

Thank you

Dr. Ross

VIII. Course Schedule and Topic Outline

Course Schedule:

It is crucial for every FCE-SCJ student who is enrolled in the ORGL 8730 course to understand that there are many course sections and that each professor may have their own philosophy and expectations. This is acceptable as long as there are no changes in the learning outcomes. Please note that the syllabus is a **generic document** that outlines the course learning outcomes, assignments, discussions, and other critical information (see table below).

Note: ORGL 8730 will follow a 16-week schedule; the number of weeks in a semester may vary due to NSU's observance of holidays and breaks. Fall and Winter semesters are 16 weeks; the summer semester is 14 weeks. **Since semesters also have different holidays and breaks, please contact your class professor for specific dates and times regarding all submissions. You must use the Canvas calendar that your specific professor created for all detailed calendar of events and due dates.**

Note: For the purpose of the **ZOOM sessions**, please refer to your specific professor's policies of online sessions. **It will be the responsibility of each student to make sure his or her computer is up-to-date with all settings as well as working audio and speaker capabilities.**

The student should also contact the University's help desk for technical assistance at 954-262-help (4357) or 1-800-541-6682, ext. 24357, if necessary. The student should also have many web browsers downloaded to their computer as many programs have compatibility issues (e.g., Explorer, Firefox, Google Chrome, Safari).

It is recommended to consult the Hardware Guidelines for Computing at NSU <https://www.nova.edu/publications/it-standards/> and <https://www.nova.edu/portal/ojit/support/izone/what-is-canvas-.html>

Canvas support for students can be easily reached at 1-844-865-2568. All Help links and information are available within Canvas courses.

Generic Dates	Topics	Assignments & Expectations
Week 1 Refer to your specific professor's calendar of assigned dates	Defining Policy for Your Organization Autobiographical, Video, and Contractual Expectations and Policies Discussions	Autobio Discussion containing several contractual expectations and policies due the first week of the course . . . NO exceptions with late submission Stay proactive with all due dates
Week 2	Global and Virtual Leadership Autobiographical, Video, and Contractual Expectations and Policies Discussions	Discussion 1 due Stay proactive with all due dates Orientation Chat September 01 at 9pm
Week 3	Global and Virtual Leadership	Stay proactive with all due dates
Week 4	Levels of Culture	Discussion 2 due Stay proactive with all due dates Written assignment #1 is due September 19
Week 5	Cultures in Organizations	Stay proactive with all due dates F2F Session Davie Campus September 25, 2021
Week 6	Frame Shifting	Stay proactive with all due dates
Week 7	Opening the System	Discussion 3 due Stay proactive with all due dates Zoom Chat October 6 at 9pm
Week 8	Balance, Core Values, and Flexibility	Stay proactive with all due dates
Week 9	Establishing Solutions	Discussion 4 due Stay proactive with all due dates
Week 10	Coaching	Stay proactive with all due dates Assignment 2 due October 31
Week 11	Training	Stay proactive with all due dates
Week 12	Future of Global Leadership	Stay proactive with all due dates
Week 13	Roles for the Leaders	Discussion 5 due F2F Session Davie Campus Stay proactive with all due dates
Week 14	Review of Virtual and Global Leadership	Stay proactive with all due dates
Week 15	Global Market/Global leader	Discussion 6 due Stay proactive with all due dates Assignment #3 Due December 5

Week 16	Reflection	All work must be submitted to pass the course no matter the grade point average
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Topic Outline: Virtual and Global Leadership Philosophies and Characteristics

IX. Instructional Methods

To Students: Please refer to your individual Canvas course for any additional information designed by your specific professor.

To Students: Please refer to your individual Canvas course for any additional information designed by your specific professor. This includes due dates, expectations, philosophies, scheduled ZOOM meetings, and etcetera.

Please note that the point system listed in this syllabus was made by the content area faculty. However, each faculty member can adjust the point system based on their expectations, but those new point scales will be listed in their individual Canvas course. No changes are to be made in this generic syllabus.

X. Assignments

- DESCRIPTION OF ASSIGNMENTS: Readings, Contractual Discussion, Discussions, and Written Assignments.** Please note that all scoring guides are listed in the Canvas platform to include policies regarding due dates, deadlines, and plagiarism. Every assignment must include the FCE title page. Please consult the [FCE Standard Format for Written Assignments](#) for additional formatting requirements. All Submissions must conform to APA.

A. Reading Assignments

Chapters from the text and other online sources are designated for reading because their content is critical to developing an understanding of the basic tenets of this course. It is essential that students read and be prepared to discuss the content of these sources as a foundation for the elaboration and expansion of these and related topics by the professor. **Please review the Canvas links regarding scholarly versus non-scholarly resources. Either your professor will upload these or students will need to search the Internet and YouTube for scholarly resources versus non-scholarly resources. It will be the responsibility of all students to know how to research and properly cite scholarly resources.**

B. Discussion Board Expectations: Discussions and autobio/introduction discussion

Posting of Weekly Discussion Topics (30 total points; each professor will set their individual expectations for grading). Please refer to the Canvas course for all discussions, as each professor will design their own topics.

Each week that a discussion is due, you will be required to complete readings (e.g., scholarly journals, dissertations, books) that will be pertinent to the discussion topic. The topics are organized over a 16-week fall and winter semester (14-week summer semester). **Weekly discussions constitute our virtual classroom where you will research the topics and respond with your personal thoughts using first person.**

You should provide a comprehensive response to the discussion topics that must be no less than **350 words**. **There will be NO posting of questions or quotes, only statements based on your interpretation of the topic.** This section comprises of 30% of the course grade. **Omitting weekly discussions and trying to “catch up” is not acceptable and will affect your grade.**

Students are **required to respond to at least one** of their classmates' postings. This one response **MUST BE no less than 150 words**; no posting of questions or quotes, only responding statements.

Please note that you have only one response compared to many. Therefore, please contribute your expertise with your peers. **Again, it is imperative to stress that each professor might have more**

than one peer response included in the requirements of the discussions.

Discussion posts are considered *as formally graded* and assessed components of your grade. The combined number of points for the Discussions & Responses is **30 points**. **Please read the rubrics and scoring guide in the Canvas Course on how Discussions and Responses are assessed, per your professor.**

Please check with your professor regarding his or her expectations for the discussions as well as all due dates and times.

In addition, to stay current with student-to-student interaction, after each discussion is submitted, please contact any of your peers via the discussion area if you wish to discuss topics, resources, format, and etcetera. This will allow all of you to have an idea of your peers' topics and the ability to connect with one another to share more information and make your dissertations stronger; **collaboration is a good thing.**

Collaboration is important not just because it's a better way to learn. The spirit of collaboration is penetrating every institution and all of our lives. So learning to collaborate is part of equipping yourself for effectiveness, problem solving, innovation and life-long learning . . . Don Tapscott

1. Written Assignments (50 total points):

Every assignment must include the FCE title page. Please consult the FCE Standard Format for Written Assignments

at http://education.nova.edu/Resources/uploads/app/28/files/PDF/fse_standard_format.pdf for additional formatting requirements for assignments. All assignments and discussions in the course should demonstrate quality writing. Doctoral level capabilities in terms of thinking, conceptualizing, and analyzing need to be evident in all writing. Clarity, good organization, logical content and, correct grammar are expected. The student is expected to use the NSU Form and Style Guidelines as well as the APA guidelines (6th ed.).

Both assignments are required to have the specific pages of content; however, you are more than welcome to have more than the required pages per submission. **Please refer to your professor's expectations and philosophies, which will be in their specific Canvas course.**

Note: Some professors utilize the announcement link to upload more information regarding the assignment. Please review their individual expectations.

Assignment 1: Philosophies of Virtual and Global Leadership and more (25 points)

The rubric for this assignment is located in the Canvas course under the assignment link and course content/modules link. **Please refer to your specific professor's expectations and grading.**

For this assignment, many of you have probably already developed, or not, a professional portfolio that contains many characteristics of yourself as a leader, a mentor, a communicator, and etcetera. This assignment is designed to help you create more sections to add to your portfolio. **You are to take each of the following components and write two in-depth paragraphs for each.** These components are taken from our textbook so please use the textbook regarding these topics as well as **10 outside scholarly resources (2015 to present) to support and SYNTHESIZE your viewpoints. You must have two or more scholarly resources per paragraph, as you can use your sources more than once.**

A template will be issued and must be used to cover these six topics.

1. Virtual Leadership philosophy
2. Global Leadership philosophy
3. Frame Shifting and communication
4. Components of decisive decision making
5. Cultural self-awareness
6. Core values and flexibility

Please note that this is a doctoral level paper, so please be detailed and organized with each topic for your in-depth paragraphs. **Have a one-paragraph introduction** explaining the importance of having a philosophy and the need to make decisions, and then respond to the six listed issues. Once completed, this assignment can be

used for your professional portfolio. If you do not have a portfolio, this will give you a great start.

Do not utilize only one source per page as you must synthesize your content, meaning that your paragraphs (per issue) need two or more sources to synthesize the content and validate your claims.

At your professor's discretion, a template may be issued and must be used to cover these listed topics.

Assignment 2: Develop a Global Development Program (25 points)

The rubric for this assignment is located in the Canvas course under the assignment link and course content/modules link. **Please refer to your specific professor's expectations and grading.**

This Global Development Program will have a template as I want to read how you would create a program for your organization if you were the top administrator/leader. Please refer to our course textbook regarding many topics for you to include in your paper. I would begin by reading Chapter 8 as it contains program design content examples and many illustrations of top leadership theorists.

The entire book can help you with **YOUR** program; no need to cover everything, just what you think is a priority for a startup program; **not a startup company**. You can always add to it as you progress as a leader. I hope you can take this assignment and use it in the real world. This is like the first assignment as a portfolio or program has a continual need to be revised.

In Chapter 5 of the *Gundling, Hogan, and Cvitkovich* book, review the information under "Expand Ownership" as it pertains to a domestic enterprise, an international company, and the evolution of a global company. **Explain** in your *Global Development Program*, how you would take a company from a local market and expand it to a global market. **You must have a one-paragraph introduction regarding this information and your thoughts for the need to have knowledge and skills to create a startup program.**

Be very creative using the textbook information as well as **10 outside scholarly resources (2015 to present) to support and SYNTHESIZE your viewpoints** and to create this program as I have listed some topics to help you critically think in its design.

A template will be issued and must be used to cover these listed topics.

Leading Collaborative Teams are important for you to effectively lead a team. You must create an environment to guarantee that your team works seamlessly together. Learn how to build a functional and successful team, not just a group of people. You could discuss the differences between a group and a team.

Leading Across Cultures is how you will lead your multicultural teams. You must learn the knowledge, skills, abilities, and other characteristics needed to assess your organization and your leadership and/or management styles to ensure you are leading a diverse team in the most effective ways imaginable.

Coaching Skills for Leaders is how you must build relationships among your people to succeed. Learn the skills needed to be an effective coach to move your organization forward.

Motivating People to Higher Performance is very important as you must help them learn how to use intrinsic motivational skills, than extrinsic wants and needs. Research Frederick Herzberg's Motivational (Two-Factor) Theory on satisfiers and dissatisfiers. Your job as a leader is to find out why people are unmotivated or just a poor fit for the job and then motivate them when there are real obstacles standing in their way.

Chapter 7 of the book is also important as it refers to creating solutions. Many organizations fail at this task, but learning organizations are aware and do create solutions. On page 108 of the book, *Gundling, Hogan, and Cvitkovich* stated that "Influence across boundaries and third-way solutions represent essential aspects of" creating solutions. **As a result of having this knowledge, in a one-paragraph conclusion, explain how topics could assist you while creating solutions.**

*The only difference between a problem and a solution
is that people understand the solution. - - Charles Kettering*

1. Synchronous Online Sessions

There **may** be a ZOOM Training session prior to each assignment to review the expectations as well as answer any questions or concerns. **Each professor can schedule as many online sessions as deemed necessary as it is always beneficial to have student-to-student and student-to-faculty interactions. A professor can also upload pre-recorded sessions in the announcements for students to review other important information.**

For the purpose of any formatted online sessions, it will be the responsibility of each student to make sure his or her computer is up-to-date with all settings to include Java alerts as well as working audio and speaker capabilities. For the purpose of **ZOOM sessions**, please refer to your specific professor's policies of online sessions. **It will be the responsibility of each student to make sure his or her computer is up-to-date with all settings as well as working audio and speaker capabilities.**

The student should also contact the University's help desk for technical assistance at 954-262-help (4357) or 1-800-541-6682, ext. 24357, if necessary. The student should also have many web browsers downloaded to their computer as many programs have compatibility issues (e.g., Explorer, Firefox, Google Chrome, Safari).

It is recommended to consult the Hardware Guidelines for Computing at NSU <https://www.nova.edu/publications/it-standards/> and <https://www.nova.edu/portal/ojit/support/izone/what-is-canvas-.html>

Canvas support for students can be easily reached at 1-844-865-2568. All Help links and information are available within Canvas courses.

Each faculty member will have different philosophies of required online session, non-mandatory online sessions, or pre-recorded online sessions. The online sessions are designed to transfer information regarding all course expectations. The sessions that are not mandatory, will be informational . . . and will be recorded for archival retrieval.

XI. Assessments

To Students: Please refer to your specific professor regarding any assessment expectations. Please note that all discussions are listed in the Canvas course with all of your professor's specific grading philosophies.

XII. Grading Criteria

Final Course Grade:

Students should understand that obtaining the letter grade of an **"A"** represents truly **superior** performance within all criteria utilized to evaluate all of the student's work. This grade refers to the work that has been submitted by the due date, is professionally and academically written, represents a high conceptual level of content **over and above minimal** requirements, and reflects breadth and depth of ideas, as well as new perspectives and original thought.

A letter grade of a **"B"** represents **satisfactorily** completing all required work, to include late submissions, in the course and minimally meeting the standards on all assignments.

A letter grade of a **"C"** represents a minimal satisfied completion of all required work.

A letter grade of an **"F"** represents that the student did not submit the assignment by the due date and deadline, did not meet the expectations of the assignment, and plagiarized the research.

The framework for evaluating written work addresses five major categories:

Content: Ideas, thoughts, logic reflect a level of sophistication expected at the doctoral level.

Writing/presentation: Error-free grammar, punctuation, sentence structure, and clear organization.

APA form and style: Writing adheres to all APA rules in the body of the paper and in the reference section.

Due dates and deadlines: All due dates and deadlines are required or points will be deducted. Being late is not considered superior and doctoral level work, and not suitable for a letter grade of an A.

Plagiarism and unintentional plagiarism: All work will be submitted through Turnitin or other plagiarism detecting software. Points will be deducted and possibly a failing grade will be earned if plagiarism is detected.

Course Assignments and their percentage of the final grade

Assignments	Points
Assignment 1	25
Assignment 2	25
Autobiography, discussions, and participation/online sessions	50
Total	100

EdD Grading Scale		
Letter Grade	Percentage	Quality Points
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
F	Below 70	0.0
As of August 19, 2019		

XIII. Course Policies

To Students: Please review your specific professor's course policies, expectations, grading, and other philosophies in your Canvas course.

XIV. University Policies

A. Academic Misconduct

The University, as a community of scholars, embraces the free expression of ideas in furthering the acquisition of knowledge, while upholding the principles of trust, responsibility, honor, integrity, and ethical behavior in meeting program and degree requirements. As such, students are expected to adhere to a standard of academic honesty in all work submitted. Violations of academic honesty standards constitute academic misconduct, and violate the NSU Code of Student Conduct and Academic Responsibility, available online <http://education.nova.edu/students/current-students/studentcataloghandbook.html>. The following acts violate the academic honesty standards and will result in a finding of academic misconduct:

1. **Cheating in any form:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise, or having others complete work or exams and representing it as one's own.
2. **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. **Facilitating academic dishonesty:** intentionally or knowingly helping or attempting to help another to violate any provision of this code.
4. **Plagiarism:** the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment (see Academic Honesty Standards).
5. **Conspiracy to commit academic dishonesty:** assisting others to commit acts of academic misconduct
6. **Misrepresentation:** intentionally making false statements or omissions of facts in a contract. Examples include, but are not limited to portfolios, cover sheets, and clinic, training station, and practicum agreements.
7. **Bribery:** offering of goods, services, property, or money in an attempt to gain an academic advantage.
8. **Forging or altering documents or credentials:** examples include, but are not limited to signatures, dates, and other information on portfolios, cover sheets, and clinic, training station, and practicum agreements.
9. **Knowingly furnishing false information to the institution.**

Penalties for academic misconduct can range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. Academic misconduct may also result in dismissal from the Abraham S. Fischler College of Education and School of Criminal Justice without the possibility of re-enrolling at any time. Students may not withdraw from a course in progress to avoid a failing grade upon receiving notice that academic misconduct may have occurred.

Note: If a charge of academic misconduct is determined in a course, any student-initiated withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course.

B. Plagiarism

Work that is submitted for credit must be the original work of the student. Any assignment that is not the original work of the student is considered plagiarized and in violation of the Code of Student Conduct and Academic Responsibility. Plagiarism occurs when another person's work, words, or ideas are represented as one's own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another student without properly acknowledging the actual writer/author) or when another person's work is copied or otherwise duplicated for academic credit. Plagiarism also occurs when knowingly giving or allowing one's own work to be copied or otherwise duplicated by another for academic credit, or when resubmitting one's own work for academic credit (i.e., work that has previously been submitted for academic credit). Cutting and pasting from online sources on the Internet without proper acknowledgment and citation of primary and secondary sources (e.g., writers/authors/organizations) also constitutes plagiarism.

Penalties for plagiarism may range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. A subsequent determination of plagiarism in a future course (i.e., a second violation) may result in dismissal from the Abraham S. Fischler College of Education and School of Criminal Justice without the possibility of re-enrolling at any time. Course assignments submitted in partial fulfillment of degree requirements may be checked for plagiarism. *Students may not withdraw from a course in progress to avoid a failing grade or other consequence upon receiving notice that plagiarism may have occurred.* If a charge of plagiarism is determined in a

course, any student-initiated course withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course [see Academic Misconduct]. Student access to online courses, and attendance at site-based courses, will be discontinued following a determination of plagiarism that results in an "F" for the course. **All students are entitled to due process pursuant to Fischler College of Education policies and procedures.**

C. Americans with Disabilities Act (ADA)

Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. No qualified individual with a disability shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any activity, service, or program of the university solely by reason of his or her disability. Each qualified individual with a disability who meets the academic and technical standards required to enroll in and participate in Nova Southeastern University's programs shall be provided with equal access to educational programs in the most integrated setting appropriate to that person's needs through reasonable accommodation.

At the postsecondary level, it is the student's responsibility to initiate the process for disability services. The process for obtaining a reasonable accommodation is an interactive one that begins with the student's disclosure of disability and a request for a reasonable accommodation. The student has the responsibility to provide Nova Southeastern University with proper documentation of a disability from a qualified physician or clinician who diagnoses disabilities and sets forth the recommended accommodations.

The necessary forms and procedures for requesting disability-related accommodations can be obtained from the NSU Office of Student Disability Services through its website at <http://www.nova.edu/disabilityservices/index.html>, via e-mail at disabilityservices@nova.edu, or by calling 954-262-7185 (toll-free at 800-986-3223, ext. 27185).

To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation should be submitted to the NSU Office of Student Disability Services a minimum of four (4) weeks prior to the commencement of classes for any given semester.

D. Course/Instructor Evaluation

- It is expected that all students will participate in the online Course/Instructor Evaluation at or near the end of the course.
- Notices of Course/Instructor Evaluation access are sent to registered students by NSU email.

E. The current edition of the **FCE&SCJ Catalog and Student Handbook** is available <http://education.nova.edu/students/current-students/studentcataloghandbook.html>. This document provides extensive information on University and FCE policies, regulations, and procedures.

NSU Class Recording Policy:

Class content throughout this course may be recorded in accordance with the NSU Class Recording Policy. If class content is recorded, these recordings will be made available to students registered for this course as a supplement to the classroom experience. Recordings will be made available to all students who were registered to attend the live offering of the class, regardless of a student's section or discipline, or whether the student is participating in the course online. If recordings are intended to be accessible to students or third parties who were not registered for the live offering of the class, students' personally identifiable information will be removed or redacted from the recording, unless (1) their written consent to such disclosure was previously provided, or (2) the disclosure is permissible in accordance with the Family Educational Rights and Privacy Act ("FERPA").

Students are prohibited from recording audio or video, or taking photographs in classrooms (including online classes) without prior permission from the instructor or pursuant to an approved disability accommodation, and from reproducing, sharing, or disseminating classroom recordings to individuals outside of this course.

Students found engaging in such conduct will be in breach of the Student Code of Conduct and subject to disciplinary action.

XV. Bibliography

To Students: Please refer to your specific professor's Canvas course for extra content.

XVI. Appendix/Appendices

To Students: Please refer to your specific professor's Canvas course for extra content.

Course Syllabus Management Team

Lead Faculty:

Dr. David B. Ross, Professor

Last Revised Date:

July 23, 2021 Dr. David B. Ross, Professor