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WBUonline

**School of Business**

# 2. UNIVERSITY MISSION STATEMENT

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, and service to God and humankind.

# 3. COURSE NUMBER & NAME:

MGMT 5306-VC01, *Leadership and Management Development*

# **4. TERM**:

Spring 2020 (February 24 to May 16, 2020)

# **5. INSTRUCTOR**:

Dr. Dave Rambow, Adjunct Professor of Management, School of Business

# **6. CONTACT INFORMATION**:

Contact phone: (907) 242-4261

WBU Email: [david.rambow@wayland.wbu.edu](http://david.rambow@wayland.wbu.edu)

Cell phone: Same as contact phone number

# **7. OFFICE HOURS, BUILDING & LOCATION**:

No office hours: Contact professor by email or cell phone

# **8. COURSE MEETING TIME & LOCATION**:

Meeting day & time: Course meets online beginning Monday, February 24, through May 19, 2020 through WBUonline, BlackBoard.

# **9. CATALOG DESCRIPTION**:

Current and historical leadership theories with emphasis on viewing the leadership function in the context of organizational behavior and design; assessment of organization change, performance, staffing, training and development, and diversity; measurement of results; ethical implications and social responsibility.

# 10. PREREQUISITE:

BUAD 5300; Exception, MPA degree seeking student must have completed MGMT 3304.

11. REQUIRED TEXTBOOK AND RESOURCE MATERIAL: Both textbooks will be used in this course.

1. Whetten, D. and Cameron, K. (2016). *Developing management skills* (9th ed.). Upper Saddle River, NJ: Pearson. ISBN: 9780-13312-7478
2. Northouse, P. (2019). *Leadership: Theory and practice* (8th ed.). Thousand Oaks, CA: Sage Publications, Inc. ISBN: 9781-50636-2311.
3. **NOTE:** The cost of the eTextbook is included at registration. It is acceptable that those students who desires to purchase a hard copy may do so. **HOWEVER, it is imperative that students who buy a hardcopy OPT-OUT of the eTextbook in the classroom link prior to No-Later-Than March 10. If actions to OPT-OUT is not completed by March 10, then the students will be charged for the eTextbook.**

# 12. OPTIONAL MATERIALS

1. *Publication Manual of the American Psychological Association* (APA), 7th Edition.

1. Supplemental reading material will be distributed.
2. Learning Resource Center: The Wayland Library (Learning Resource Center) is available to all Wayland students at: [http://library.wbu.edu](https://webmail.wbu.edu/owa/redir.aspx?C=47gYOUv0XkCt_AMdzEWj6fdPe8FxTNAIOH59kNHmy9xsb1bBKilrMNvOUYx_O3uZE9hNOV4SEOs.&URL=http%3a%2f%2flibrary.wbu.edu) . Tutorials for accessing library resources are linked from the homepage.
3. Winston, B. (2003). *An integrative definition of leadership*. Virginia Beach, VA: School of Leadership Studies, Regent University. This article can be downloaded at: <http://www.regent.edu/acad/global/publications/ijls/new/vol1iss2/winston_patterson.doc/winston_patterson.htm>.
4. Other articles may be assigned.

# **13. COURSE OUTCOMES AND COMPETENCIES**:

# Evaluate how the various leadership and management theories function in organizational behavior and design.

# Evaluate the essential components of managing and leading change.

# Develop core competencies found in effective leadership.

# Analyze the leadership style(s) of Jesus Christ.

# 14. ONLINE ATTENDANCE REQUIREMENTS:

As stated in the 2019-2020 Wayland Baptist University Academic Catalog, graduate students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. The instructor in online courses is responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, the instructor is responsible for incorporating specific instructional activities within the course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11-week term, may receive an F for that course. The instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s online attendance policy.

# **15. STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY**:

Wayland Baptist University observes a zero-tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported, and second offenses will result in suspension from the university (2019-2020 WBU Academic Catalog).

# **16. DISABILITY STATEMENT**:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations (2019-2020 WBU Academic Catalog).

# **17. COURSE REQUIREMENTS and GRADING CRITERIA**:

1. All college-level work well be typed. Course work submitted late may be subject to a reduced by 1.5% for each day an assignment is late. For the sake of time management, see paragraph 18, Tentative Schedule. I list below a breakout of course requirements with grading criteria.
2. **Course Assignments:** All course assignments are due by mid-night in the time zone a student resides on the dates indicated for various assignments within the course syllabus, paragraph 18: Tentative Schedule. All course work must be a student’s “original work.” This means that the student authored all assignments. Original work further means that when a student applies the ideas, concepts, theories, and/or principles from another author, then the student properly credits the source.
3. **WBU Email Accounts:** By February 24, all students enrolled in this course will have an active WBU email account. Additionally, throughout this course, students will check their respective WBU email accounts as a minimum once a week beginning the first day of Spring term, Monday, February 24, 2020.
4. **Preparation, Participation, and Engagement**: The learning process mandates that a student **prepare** for each online session by (1) reading the assigned chapter(s) (2 listing to session video lectures, and (3) providing the appropriate response back to the instructor after listing each video lecture; **participate** by 1) reading individual and group assignment feedback documents and providing the appropriate response back to the instructor after reading feedback documents, and **engage** by asking meaningful questions when course material or feedback is not clear. The rubric below will be used to evaluate preparation, participation, and engagement. **Preparation, Participation, and Engagement represent 10% of the course total grade.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Online Class Sessions Missed** | | | | |
| **Demonstrated Preparation and Participation Criteria** | **0** | **1** | **2** | **3** | **4** |
| **Student Engaged by** asking questions and by providing responds back to the instructor on session video lectures and or assignment feedbacks. Student demonstratd engagement by appling corrections to assignments from feedback information. | **100%** | **90%** | **80%** | **70%** | **00%** |
| **Student Occassionlly Engaged by** asking occassionally questions and by providing responds back to the instructor on session video lectures and or assignment feedbacks. Student demonstratd some preparedness by occassionally appling corrections to assignments from feedback information. | **90%** | **80%** | **70%** | **60%** | **00%** |
| ***Student Infrequently Engaged by*** seldom asking questions and by seldom providing responds back to the instructor on session video lectures and or assignment feedbacks. Student’s seldom *demonstrated preparedness by seldom appling corrections to assignments from feedback information.* | **70%** | **60%** | **50%** | **40%** | **00%** |
| ***Student Never Engaged by*** neverasking questions and never providing responds back to the instructor on session video lectures and or assignment feedbacks. Student never *demonstratd preparedness in appling corrections to assignments from feedback information.* | **50%** | **40%** | **30%** | **20%** | **00%** |

1. **Weekly Discussion Topic (WDT):** Students will craft a *scholarly response* for all WDT prompts. Weekly Discussion Topic prompts are found the courser BlackBoard tab titled: *Weekly Discussion Topic*. The quality of students’ responses within these weekly discussion topic responses will be assessed for a maximum score of 3.0 points. Additionally, students will review and provide peer-to-peer feedback response to one other class member’s WDT prompt post. The quality of students’ peer-to-peer feedback will be assessed for a maximum score of 1.0 points. The total possible points for a WDT response are 4.0 points. **The 10 required** **WDT responses represent 40% of the total grade.**
2. **Leadership Book Review Paper: The student will select and read** a book specific to leadership. The leadership book review paper will consist of a 1) Title page and 2) a minimum of five full pages of text (use paper template within BlackBoard). Additionally, the paper will be completed using the APA writing style. No-Later-Than class Session #3, March 13st the student will submit to the instructor the title of the leadership book selected. The leadership book paper is duesession #9, (May 1). **The leadership book review paper accounts for 20% of the overall course grade.**
3. **Spiritual Gifts Test**: Complete the **Spiritual Gifts Test** at [https://giftstest.com/](http://giftstest.com/). Write a 3-page paper on how you might apply this self-assessment to leadership. The Spiritual Gifts paper is duesession #6 (April 10). **The spiritual gifts paper accounts for 05% of the overall course grade. NOTE**: The results of the Spiritual Gifts assessment may also be used in the Leadership Self-Assessment and Development Paper.
4. **Leadership Self-Assessment and Development Paper:** The graduate student will write a Leadership Self-Assessment and Development Paper. Using data produced through the self-assessment instruments within the *Developing Management Skills* textbook, the student will identify two skill weaknesses and one skill strength as applied to effective leadership. The Self-awareness paper is due Session 11, May 14th**. The Leadership Self-Assessment and Development Paper represents 35% of the total course grade.**
5. **Technology Requirements:**

Graduate students are expected to perform basic computer hardware and software proficiency with commonly used software programs and maintain current software updates. Additionally, graduate students are responsible to maintain their respective ISP service. To view and listen to video PowerPoint lectures and to enter schedule Collaborate Ultra session, graduate students will use the Google Chrome browser. If a student’s PC does not have the Google Chrome browser, then the browser software can be downloaded for free at the Google Chrome web site.

1. Means for Assessing Outcome Competencies:
2. Procedures used to compute final course grade:
   1. Preparation, Participation, and Engagement: **10%**
   2. BlackBoard Weekly Discussion Topics (WDT) (10 x 4 points each) **40%**
   3. Leadership Book Review Paper **15%**
   4. Spiritual Gifts paper **05%**
   5. Leadership Self-Assessment and Development paper **30%**
3. Grading Criteria:Letter grades from "A" to "F" will be issued to student based on individual work. The grading criteria are listed below:

| **Grade** | **Points** | **Percentage** |
| --- | --- | --- |
| **A** | 100.0 to 89.5 points | 100% to 90% |
| **B** | 89.4 to 79.5 points | 89% to 80% |
| **C** | 79.4 to 69.5 points | 79% to 70% |
| **D** | 69.4 to 59.5points | 69% to 60% |
| **F** | 59.4 points and below | 59% and below |

**17.1 Include Grade Appeal Statement:** “Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”

# 18. TENTATIVE SCHEDULE

The tentative schedule provided below indicates specific course activities, assignments, and due dates. This schedule is provided to assist student’s in time management. Make time to review the schedule and note activities and due dates of assignments.

| **Homework &**  **Date & Session #** | **Activities and Assignments** |
| --- | --- |
| 🕮 HOMEWORK for  Session 1 | **🕮** **Prior to first class session** Print and read course syllabus  **☞**  Establish a WBU email account and send an email message to the instructor at [david.rambow@wayland.wbu.edu](mailto:david.rambow@wayland.wbu.edu) from WBU email account. (Instructions for establishing a WBU email account is located within the course BlackBoard site.  **🕮 Reading Requirements for Session #1:**   * Whetten-read *Introduction* and *Chapter 1* * Northouse-read *Chapters 1 & 2*   **🕮** **HOMEWORK assignments for Session #1:**   * In the Introduction section of Whetten, complete **ONLY Step 1** of PAMS, pages. 15-19. – This initial self-assessment will be used in the Leadership Self-Assessment and Development paper * Complete Weekly Discussion Topic (WDT) #1 prompt by Sunday, March 1. |
| **Session #1**  **February 24 – March 1** | **🖳 Using only Google Chrome, listen to four voice embedded video lectures** found within BlackBoard, Session 1 tab: 1) Course Introduction and Overview ppt, 2) Systems Thinking, 3) (Whetten) Chapter 1 ppt, and 4) (Northouse) Chapters 1 & 2 ppt.  **🖳** Complete the following Individual Assessments **found in Session Tab 1**, **BlackBoard**:   * Self-Assessment - *Self-Assessment* * Self-Assessment - *Emotional Intelligence* * Self-Assessment - *Locus of Control* * Complete Weekly Discussion Topic (WDT) #1 prompt by Sunday, March 1. |
| 🕮 HOMEWORK for Session 2: | **🕮 Reading Requirements for Session #2:**   * Whetten - read Chapter 2 * Northouse - read Chapter 3 & 4   🕮 **Session 2 Homework:** Complete the following Individual Assessment **found in Session Tab 2**, **BlackBoard**:   * Self-Assessment - *Stress Management Assessment* * Complete Session 2 Weekly Discussion Topic (WDT) prompt Sunday, March 8. |
| **Session #2**  **March 2 to March 8** | 🖳  **First live Collaborative Ultra session, Tuesday, March 3.** For students NOT familiar with BlackBoard Collaborative Ultra, I produced a brief voice PPT video discussion which is available within the tab titled: Collaborate Sessions. Use only Google Chrome to access this live Collaborate Session.  **🖳**For those students unable to attend the live Collaborate session, I will record this Collaborate session for viewing. **Use only Google Chrome** to access this recorded Collaborate session. To access this recorded session, view the brief voice PPT video discussion found in the tab titled: Collaborate Sessions  **🖳 Using only Google Chrome, listen to three voice embedded video lectures** found within BlackBoard, Session 2 tab: 1) (Whetten) Chapter 2 ppt. and 2) (Northouse) Chapters 3 ppt. and 4 ppt.  🕮 **Session 2 Assignment:** Complete Weekly Discussion Topic #2 prompt and provided feedback to one peer by Sunday, March 8. |
| 🕮 HOMEWORK for Session 3: | **🕮 Reading Requirements for Session #3:**   * Whetten - read Chapter 3 * Northouse - read Chapter 5 & 6   🕮 **HOMEWORK assignments for Session 3:**   * Select leadership book and submit title to instructor for approval * Complete the following Individual Assessments **found in Session Tab 3**, **BlackBoard**: * Self-Assessment - *Creative Problem Solving* * Self-Assessment - *How Creative Are You?* * Complete Session 3 Weekly Discussion Topic (WDT) prompt Sunday, March 15. |
| **Session #3**  **March 9 to March 15** | **🖳 Using Google Chrome, listen to three voice embedded video lectures** found within BlackBoard, Session 3 tab: 1) (Whetten) Chapter 6 ppt. and 2) (Northouse) Chapters 5 ppt and 6 ppt.  🕮 **Session 3 Assignments:**  Complete Weekly Discussion Topic #3 prompt and provided feedback to one peer by Sunday, March 15. |
|  | |
| **A person holding a sign  Description automatically generated**  SPRING BREAK  March 16 to March 22 | |
|  | |
|  |  |
| 🕮HOMEWORK for Session 4: | **🕮 Reading Requirements for Session #4:**   * Whetten - read Chapter 4 * Northouse - read Chapter 7   🕮 **HOMEWORK assignments for Session 4:**   * Complete the following Individual Assessments **found in Session Tab 4, BlackBoard**: * Self-Assessment - *Communicating Supportively* * Self-Assessment - *Communication Styles Self-Assessment* * Complete Session 4 Weekly Discussion Topic (WDT) prompt Sunday, March 29. |
| **Session #4**  **March 23 to March 29** | **🖳 Using Google Chrome,** **listen to two voice embedded video lectures** found within BlackBoard, Session 4 tab: 1) (Whetten) Chapter 4 ppt. and 2) (Northouse) Chapter 7 ppt.  🕮 **Session 4 Assignment:** Complete Session 4 Weekly Discussion Topic (WDT) prompt Sunday, March 29. |
| 🕮HOMEWORK for Session 5: | **🕮 Reading Requirements for Session #5:**   * Whetten - read Chapter 5 * Northouse - read Chapters 8 & 9   🕮 **HOMEWORK assignments for Session 5:**   * Complete the following Individual Assessments **found in Session Tab 5, BlackBoard**: * Self-Assessment - *Gaining Power* * Self-Assessment - *Using Influence Strategies* * Within BlackBoard, session 5 tab, view the presentation titled: *The Surprising Truth About What Motivates Us*, by Dan Pink * Complete Session 5 Weekly Discussion Topic (WDT) prompt Sunday, April 5. |
| **Session #5**  **March 30 to April 5** | 🖳  **Second live Collaborative Ultra session, Tuesday, March 31**. For students NOT familiar with BlackBoard Collaborative Ultra, I produced a brief voice PPT video lecture which is available within the Collaborate Tab. Use only Google Chrome to access this live Collaborate session.  **🖳** For those students unable to attend the 2nd live Collaborate session, I will record this Collaborate session for viewing. **Use only Google Chrome** to access this recorded Collaborate session. To access this recorded session, view the brief voice PPT video discussion found in the tab titled: Collaborate Sessions  **🖳 Using Google Chrome**, **listen to three voice embedded video lectures** found within BlackBoard, Session 5 tab: 1) (Whetten) Chapter 5 ppt. and 2) (Northouse) Chapters 8 & 9 ppt.  🕮 **Session 5 Assignments:** Complete Weekly Discussion Topic #5 prompt and provided feedback to one peer by Sunday, April 5. |
| 🕮 HOMEWORK for Session 6: | **🕮 Reading Requirements for Session #6:**   * Whetten - read Chapter 6 * Northouse - read Chapters 10 & 11   🕮 **HOMEWORK assignments for Session 6:**   * Complete the following Individual Assessment **found in Session Tab 6, BlackBoard**: * Self-Assessment – *Motivating Others* * Complete Spiritual Gifts paper * Complete Session 6 Weekly Discussion Topic (WDT) prompt Sunday, April 12. |
| **Session #6**  **April 6 to April 12** | 🖳 **Using Google Chrome, listen to three voice embedded video lectures** found within BlackBoard, Session 6 tab: 1) (Whetten) Chapter 6 ppt. and 2) (Northouse) Chapters 10 ppt & 11 ppt.  🕮 **Session 6 Assignments:**   * Upload Spiritual Gifts paper using the “Assignment” link found in Session tab 6. * Complete Weekly Discussion Topic #6 prompt and provided feedback to one peer by Sunday, April 12. |
| 🕮HOMEWORK for Session 7: | **🕮 Reading Requirements for Session #7:**   * Whetten - read Chapter 7 * Northouse - read Chapters 12 & 13   🕮 **HOMEWORK assignments for Session 7:**   * Complete the following Individual Assessments **found in Session Tab 7, BlackBoard**: * Self-Assessment – *Managing Conflict* * Self-Assessment - *Strategies for Handling Conflict* * Complete Session 7 Weekly Discussion Topic (WDT) prompt Sunday, April 19. |
| **Session #7**  **April 13 to April 19** | **🖳 Using only Google Chrome, listen to three voice embedded video lecture** found within BlackBoard, Session 7 tab: 1) (Whetten) Chapter 7 ppt. and 2) (Northouse) Chapters 12 ppt & 13 ppt.  🕮 **Session 7 Assignments:** Complete Weekly Discussion Topic #7 prompt by Sunday, April 19. |
| 🕮HOMEWORK for Session 8: | **🕮 Reading Requirements for Session #8:**   * Whetten - read Chapter 8 * Northouse - read Chapters 14 & 15   🕮 **HOMEWORK assignments for Session 8:**   * Complete the following Individual Assessment **found in Session Tab 8, BlackBoard**: * Self-Assessment – *Empowering and Delegating* * Complete Session 8 Weekly Discussion Topic (WDT) prompt Sunday, April 26. |
| **Session #8**  **April 20 to April 26** | **🖳 Using only Google Chrome, listen to three voice embedded video lecture** found within BlackBoard, Session 8 tab: 1) (Whetten) Chapter 8 ppt. and 2) (Northouse) Chapters 14 ppt & 15 ppt.  🕮 **Session 8 Assignments:**   * Complete Weekly Discussion Topic #8 prompt and provided feedback to one peer by Sunday, April 26. |
| 🕮HOME WORK for Session 9: | **🕮 Reading Requirements for Session #9:**   * Whetten - read Chapter 9   🕮 **HOMEWORK assignments for Session 9:**   * Complete the following Individual Assessment **found in Session Tab 9, BlackBoard**: * Self-Assessment – *Building Effective Teams* * Complete Session 9 Weekly Discussion Topic (WDT) prompt Sunday, April 26. * Complete Leadership Book Review Paper |
| **Session #9**  **April 27 to May 3** | 🖳  **Final live Collaborative Ultra session, Tuesday, April 28. Use ONLY Google Chrome to access Collaborate session.**  **🖳** For those students unable to the Final live Collaborate Session, I will record this Collaborate session for viewing. **Use only Google Chrome** to access this recorded Collaborate session. To access this recorded session, view the brief voice PPT video discussion found in the tab titled: Collaborate Sessions  **🖳 Using only Google Chrome, listen to one voice embedded video lectures** found within BlackBoard, Session 9 folder: (Whetten) Chapter 9 ppt.  🕮 **Week 9 Assignments:**   * Complete Session 9 Weekly Discussion Topic prompt and provide feedback to one peer by Sunday, May 3. * Complete Leadership Book Review Paper and in Session 9, use link to upload paper. |
| 🕮HOME WORK for Session 10: | **🕮 Reading Requirements for Session #10:**   * Whetten - read Chapter 10   🕮 **HOMEWORK assignments for Session 10:**   * Complete the following Individual Assessment **found in Session Tab 10, BlackBoard**: * Self-Assessment – *Leading Positive Change* * Complete Session 10 Weekly Discussion Topic (WDT) prompt Sunday, May 10. |
| **Session #10**  **May 4 to May 10** | **🖳 Using only Google Chrome, listen to one voice embedded video lectures** found within BlackBoard, Session 10 folder: (Whetten) Chapter 10 ppt.  🕮 **Week 10 Assignments:**   * Complete Session 10 Weekly Discussion Topic prompt and provide feedback to one peer by Sunday, May 10. |
| 🕮HOME WORK for Session 11: | **Session #11:**   * Complete Leadership Self-assessment and Development Paper |
| **Session #11**  **May 11 to May 16** | 🗐. Leadership Self-assessment and Development Paper due **Wednesday, May 13** by midnight (Central Time Zone).   * **UPLOAD** thepaper using the “Assignment” link within Session 11 Tab.   **☞** Final course grades will be posted **within Student Services** NLT noon (Central Time Zone) **Tuesday, May 19.** |
| **NOTE:** | The professor reserves the right to alter this schedule as needed. Any revisions to this study plan will be announced through email to student’s WBU email account. |

# 19. ADDITIONAL INFORMATION

Additional information as desired by the faculty member.

* 1. **Students’ WBU Email Accounts:** By week 1 of theterm, graduate students will establish a WBU email account, and send an email to the instructor using the student’s WBU email account. This is a mandatory requirement, as I will communicate with the students enrolled within this course through BlackBoard email. If a graduate student experiences difficulty establishing a WBU email account, then the graduate student needs to contact the instructor via the telephone number provided**. NOTE:** My email address is [david.rambow@wayland.wbu.edu](mailto:david.rambow@wayland.wbu.edu)
  2. **Students will check their respective WBU email accounts every week.**
  3. **Course/Assignment Information:**
     1. Students will need to use the Internet to access assignments on BlackBoard. Additionally, students will need a computer with speakers or headsets in order to listen to voice embedded PowerPoint video lectures posted within BlackBoard.
     2. Time all assignments are due is NLT 11:59 p.m. of the time zone the student resides. Late assignments are subject to score reduction.
     3. All written assignments will correctly apply the APA Publication Manual (6th edition) writing style, using 12-point Times New Roman and double-spaced. Additionally, all written assignments will be assessed on the basis of content, as well as, grammar and punctuation, and proper application of APA writing style.
     4. Questions concerning grades (scores) received on assignments will be resolved within one week after the assignment has been assessed.
     5. All work will be the original work of the individual student. Academic honesty is expected of all students. Plagiarism, cheating, and other acts that lack academic honesty will result in a zero (0) for an assignment, and additional actions as outlined within online WBU Academic Catalog 2019-2020, may be taken by the instructor.
     6. The student’s first point-of-contact for this course is the professor. If the professor cannot provide a satisfactory response, then the graduate students will next contact the student’s respective campus dean.
     7. If the student sends the professor an email and does not receive an “acknowledge” reply from the professor with 24 hours, the student will retransmit the original email. If the student still does not receive a reply within the next 24-hour period, then call the professor.

1. **Expectations and Responsibilities:**
   * 1. Instructor: As the instructor, I am responsible to communicate and instruct the course standards by presenting clear, meaningful video lectures, providing students timely and useful feedback on assignments, and responding back to students in a timely manner.
     2. Student: As member of this course, my expectations are that you:
   1. will read this syllabus completely and understand your responsibilities.
   2. will enter each on-line class session having read the assigned chapter(s) and having listened to the corresponding chapter lectures posted within BlackBoard.
   3. will complete and turn assignment at the due date.
   4. will present questions when text and /or lectured material are unclear.
   5. will commit yourself to the learning process.
   6. **will communicate with the professor.**