LEAD 525: Leadership Ethics

Instructor
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Phone
502-509-1498

Office Location & Hours
TBA

I am generally accessible thought-out the day, but I might have another appointment. This is why I ask that you schedule an appointment if you want to set up a Skype (or other web conferencing) session to talk. In general, ***email is the best way to contact me***. I always have my email open and I am available during the week, and I check it at least in the morning on weekends. You should normally get an email answer within 4 hours (often within minutes during the week), whereas with a voicemail I get instantly as well. If I will be out of town or have no email access for some reason, I'll alert you to this before it happens unless it's an emergency. **I am happy to help you, so don't be afraid to ask.**

Blackboard Help/WKU IT Help Desk
270-745-7000

Make Sure You Know How to Use Blackboard

Bb Student User Training
If you have not used Blackboard a lot, or if this is your first online class, I *highly* recommend signing up for and completing the Blackboard Student User Training. These are topical modules that even those who have used Blackboard a lot have told me are helpful.

To sign up, go to Blackboard and sign in, and click the IT TRAINING tab (top, toward the right, black with white writing). Look for IT Blackboard Student User Training… you will gain instant access upon signing up. This is not required, but it could be very helpful for you and important for your success!

WKU Student Resource Portal: Tools for Online Learners
You may also want to visit the WKU Student Resource Portal: https://www.wku.edu/online/srp/

Course Texts (required)

Johnson, C. E. (2019). Organizational ethics A practical approach, 4 ed. Los Angeles: Sage. ISBN: 978-1-5063-6175-8. *Supplied as an e-text. See Start Here in our course to opt-out of the e-book. (some of the pages do not line up precisely so check case or assignment name as well as page number).*

Howard, R. A., & Korver, C. D., (2008). E*thics (for the real world): Creating a personal code to guide decisions in work and life.* Boston: Harvard. ISBN*: 978-1-4221-2106-1.*

Other readings may be posted in Blackboard.

Other Items Needed
- A computer—*not a tablet, not a phone*— with a reliable Internet connection.
- Microsoft Word or word processing software that saves files in .docx file format (All students have access to Office 365 through the [Microsoft Student Advantage program](https://www.wku.edu/it/sms/microsoft_sa.php) (https://www.wku.edu/it/sms/microsoft_sa.php)
- I recommend Firefox or Chrome as the Internet browser you use.

Prerequisites
LEAD 500 or Permission of Instructor

Course Description
Study of contemporary ethical issues facing leaders with an emphasis on examining and analyzing ethical issues for sound solutions.

This course is designed to explore the basics of ethical theory in a leadership context. As a future leader, you will face ethical dilemmas. The goal is to help you learn to recognize those dilemmas, and to make more thoughtful choices about a solution(s).

Learning Outcomes
Upon completion of this course, the student will be able to:
- gain a sensitivity to the various ethical issues they will face during their lives and careers;
- develop basic tools of ethical analysis thereby encouraging students to resolve ethical issues;
- gain an understanding of the variety of factors that influences the ethical decisions made by leaders;
- identify their own values, develop a personal mission statement, and explore diversity in values among their classmates;
- gain an understanding of the benefits of ethical behavior to themselves, their organizations, and the society as a whole including culture and legal boundaries.

Course Policies

Use of Technology
This is an online course where <u>all required work will be completed online</u> through the use of Blackboard and the Internet. If you do not know how to use Blackboard, tutorials are available online (see page 1).

Attendance Policy

Online attendance is monitored. **It is the student's responsibility to withdraw from the class if he/she does not wish to continue enrollment.** Those who do not complete any work from Lesson 1 by the Sunday deadline will be dropped from the course.

Inclement Weather Policy

Should WKU close campus for weather-related reasons, unless it is specifically stated that online classes should cease progress, this course will proceed as scheduled. If a weather event causes significant and extended power or internet outages that could delay our progress together, a new schedule may be announced and posted.

Student Email and Blackboard Announcements

All students should check their WKU email accounts at least weekly and the Blackboard Announcements page each time they log in. New announcements will appear at the top of the page, so read until you get to information you already know. Not checking email/reading the Announcements is not an excuse for not knowing of information given via those mediums. (Note that Blackboard automatically emails all announcements!)

Grading

Your course grade will be based on the work outlined in this syllabus and schedule, as well as any additional work given (though none is anticipated). Grades are always available on Blackboard (My Grades), so I don't answer emails that ask, "What's my grade?"

The letter grade for the course will be as follows: 1095 - 1007 = A (92%), 1006 - 897 = B (82%), 896 - 788 = C (72%), 787 - 711 = D (65%) and less than 710 = F.

Course Activities and Your Grade

Satisfactory completion of the learning outcomes will be measured as follows:

Syllabus Quiz (extra credit)	(10 extra credit)
Introduction	10
Discussion Board Discussions (9 x 15 points each)	135
Case Study Analysis (8 x 25 points each)	200
Personal Leadership Ethics Statement	250
Profession or Academic Discipline Paper	250
Organizational Ethical Analysis Paper	250
	TOTAL: 1095 Points

Late Work

Coursework not submitted by the deadline will receive a 10% penalty on the grade earned and will not be accepted more than 7 days late. It is the student's responsibility to keep up with class assignments. The schedule of assignments has clear due date for each assignment on it. If the schedule changes, a new schedule will be announced and distributed via email and Blackboard. *Note: work not submitted by the deadline will receive a 0 in My Grades, but if submitted within 7 days WILL be graded and the 0 changed.*

A Word about Due Dates of Assignments
All official due dates are listed on the schedule at the end of this syllabus. **All assignments are due by 11:59pm Central Time on Sunday of the week that they are listed**. I try to keep Blackboard up-to-date on this, but I may miss one here or there. Therefore, due dates are listed on the schedule. These dates override any other date you see on Blackboard.

My Plagiarism Policy
I do not tolerate plagiarism or academic dishonesty of any kind, and students WILL receive a zero on any assignment completed in a manner that is not considered honest and be reported to the Office of Student Conduct should they do this. Your papers are submitted to plagiarism detection software, as well, as are any suspect discussion board and blog postings. If you feel cheating is your only option, schedule an appointment to get help! I expect you to do your own work in this course—on discussions, blogs, papers, peer reviews—on all work!

Recycled Writing
Students who wish to pass this course will submit ONLY writing that has been written by the student and produced during the current semester and only writing that has been written for LEAD 525. All writing submitted for LEAD 525 must be produced this semester. Students who submit writing completed during previous attempts at LEAD 525 or writing submitted for other courses will receive zero points for the first instance. Students who continue after initial warning to submit writing completed during previous attempts at LEAD 595 or for other courses will receive a failing grade for the course.

Intellectual Property
It is a common misconception that material on the Internet is free. Even if a copyright notice is not present, work is the property of the creator. The instructor expects students to post only material that is the student's by right of creation unless the student gives proper credit via APA citations. The plagiarism policy applies on the Internet too. Images, sounds and other multimedia are included in copyright law.

Work Submission
All work is to be typed and formatted according to APA style. Submitting work in the wrong format will result in deductions. I will not accept hand-written or printed-out hard-copies of work. Work must be submitted in the space provided for it on Blackboard.
- Discussion board postings should be typed directly into the textboxes; no attachments
- Papers and Case Studies must be submitted as attachments in Word (.docx) file format

Emailed assignments will not be accepted unless I specifically ask you to submit that way.

Corrupted Files
A word about "corrupted files": these are obviously not accepted, nor are they given extensions to correct, so once you submit your paper, go back and check the paper you submitted to make sure it is still able to be opened. If it is not, email me a working copy if the one on Blackboard somehow got corrupted immediately (as in within minutes of your original submission). Uploading "corrupted files" (which can be downloaded from the Internet) is a technique cheaters use to get more time on assignments. This is unfair to those of you who are hard-working, honest students, and I don't tolerate it especially in an ethics class.

<u>If you submit the wrong file….</u>
If you submit a file and realize that it was a draft or just not the right file in any way, simply send me an email with the correct file attached and let me know that the one with the email is the one to grade. No need to panic! I will email you to confirm that I will be grading the emailed copy instead of the one posted to Blackboard. Emailed copies may be submitted to plagiarism detection software (SafeAssign).

<u>If Blackboard locks or is down when you need to submit….</u>
If Blackboard locks or isn't available when you are trying to submit, email me the file with that explanation, and then *<u>when you next are able</u>* (as in the next day!), upload your file to Blackboard. You will have 24 hours past the deadline to do this. I won't grade your paper until a file is uploaded to Blackboard. This way I know you have it submitted on time, and you don't have to panic about Blackboard not playing fairly. I will compare the file submitted via email to the one submitted on Blackboard to make sure you haven't used this method as a way to get more time on an assignment, though (that's not fair to everyone who was honest and did their work on time).

Failure of Technology
We will be using Blackboard and the Internet for work in this course. *<u>Problems with Blackboard should be directed toward the IT Help Desk.</u>* Students should not put off things until the last minute, save often as they write, keep a permanent copy of each assignment in more than one place (a hard drive and a flash drive, for instance—or email it to yourself!), and not do work online during inclement weather!

<u>If you have a problem and call the IT Help Desk, forward me a copy of the email they send you that opened your case if they are not able to resolve it immediately so that I know what's going on.</u> In general, students are honest about having problems, but in the past, I've encountered several "not very honest" people who try to say they've called the Help Desk claiming not being able to access Blackboard in an attempt to get more time on work. **If you are not honest about this, you will be reported to the Office of Student Conduct.** I'm an understanding person, but for such behavior, I have no tolerance. It's not fair to those who are honest and who do from time to time have genuine problems!

Withdrawal Policy
It is the student's responsibility to withdraw from the class in a timely manner if he/she wishes to do so after attempting any work in Lesson 1. The <u>final</u> withdrawal date is Monday**, August 31, 2020.**

Incompletes (Grades of "X")
Incompletes (grades of "X") are given only for documented, extreme circumstances. Anyone receiving an X grade will sign a contract that lists all work to be completed by a given deadline to receive a grade.

Resolving Complaints about Grades
The first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. See the Student Handbook for additional guidance, available at http://www.wku.edu/handbook.

ADA Notice: Disability and Accommodations

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, room 1074 of the Student Success Center. The phone number is 270-745-5004 or email at sarc.connect@wku.edu . Please do not request accommodations directly from the professor or instructor without a letter of accommodation from The Student Accessibility Resource Center.

The WKU Writing Center

Cherry Hall 123 and Cravens Library Commons (4th Floor)
I encourage you to utilize the services of The Writing Center in planning, drafting, and revising your work! They do offer online services! http://www.wku.edu/english/writingcenter/writingcenter.php

Respectful Behavior and General Civility

In my classes, I like to have free and open discussions of what we think and feel about class topics. So that we all feel comfortable expressing opinions freely, I ask that everyone be respectful of each other, even if we don't agree about everything. We can disagree and still be respectful. If someone chooses to use hateful, bigoted, or inappropriate language, I will report him/her to the Office of Student Conduct for further action, possibly even removal from class, or alternative work may be assigned.

Privacy Matters

The Internet may change or challenge notions of what is private and what is not. As your instructor, I prefer to provide disclosure up front so students know what the possibilities are. Although the course is protected by a password, such tools are not perfect as human beings are using them. Students are relatively protected by the password, but no one can guarantee privacy online. Part of the privacy for every student depends on the actions of each individual student.

- Blackboard enables your instructor to know if/when you have logged in, where in the course you have visited, and how long you have stayed. The IT Helpdesk also has access this information.
- Course Security: In the event you use a public terminal (e.g., a hotel or library) completely close the browser software when finished. This will prevent another person from accessing the course using your identification, doing mischief in your name, and violating the privacy of other students.
- Do not allow access to the course to those not registered in the course.
- Guard your password and change it from time to time at the Create/Reset my Net ID Password page (http://www.wku.edu/it/accounts/netid/password.php)
- Participants are expected to represent their course identities in a truthful manner. Falsifying your identity is grounds for disciplinary action of all parties involved.

Title IX, Discrimination, Harassment, and Sexual Misconduct Policy

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding

- [WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070)](https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf) at https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf and

- [Discrimination and Harassment Policy (#0.2040)](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment, and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

My Pledges to You

✓ To be available to you either in a real or virtual environment to help you as you need it.

✓ To do my best to have work graded and posted back to you within 7-10 days after their due dates

✓ To answer reasonable questions in person or by phone at my office during office hours or by e-mail within 24 hours.

Description of Assignments

Syllabus Quiz (up to 10 points extra credit)
To help you get familiar with course policies, you can take the syllabus quiz for a chance at 10 points of extra credit.

Introduction
Research shows that online classes that begin with community building activities such as introductions have students with higher success and completion rates. See the prompt for what to share for credit, and be sure to read up during the first week and meet your classmates.

Discussion Boards
Over the course of the semester, you'll complete 9 discussions (15 points each). These postings will go beyond "tell me what you read" type discussions you may have completed in the past and ask you to apply the concepts and sometimes incorporate information from prior courses or experiences or even do a bit of research. Meaningful responses are expected, as well. **When you refer to information from your text or another resource, please use appropriate APA citations**. See the Start Here area of Blackboard for sample discussions posting for what is acceptable and on track to earn full credit vs. not acceptable.

Case Study Analysis

You will read the assigned case studies and then answer the questions at the end of each case. When answering the questions, you should cite key aspects of the lesson in your answers and not just answer the question.

Personal Leadership Ethics Code

Future/current leaders will face ethical dilemmas. In this paper, you will take the time to think about, and then document, what criteria you use when forced to make a decision. This paper is not a research paper. This paper is your personal ethics code. In a discussion of 4-6 pages, you will discuss the foundation(s) or underpinnings of your ethical beliefs and the underpinnings of decision making when faced with an ethical dilemma. In summary, you will describe your leadership ethical perspective. You will use the book *Ethics (for the real world)* by Howard and Korver as a guide for this paper.

There is no judgment regarding your ethical beliefs; however, your rationale must support your rationale for your decision-making criteria. You should explain where your line in the sand is/what is used for making those crucial decisions. Research shows that many people who make unethical choices do so because they are, quite often, caught up in the moment/circumstances - and that they do not have the time to reflect on what really matters to them. Here is an opportunity to define your leadership ethical perspective and that line in the sand. You can construct your code in many different ways, but it must be use APA Style as with other assignments. One suggested way is to use Howard and Korver's approach to develop a code. The best guidance for developing a personal leadership ethics statement is found on page 75 of Howard and Kover's book; they also provide examples in appendix B. Another resource is the grading criteria for the Personal Leadership Ethics Code posted below.

When developing your personal leadership ethics code, please consider the following aspects:

Testing the code:
- Logic: will it hold up to tests for reciprocity and Universality (pp. 77-78)?
- Focus: are there too many ethical statements making the code unmanageable (pp. 78-80)?
- Test-drive for usefulness: how well will standards operate in everyday life? Are they practical (pp.80-82)?

Refining the code:
- Clarifies degrees of separation (pp. 82-84).
- Draws sharper lines (p. 84).
- Effectively considers a hierarchy (p. 84-85).

Avoids pitfalls (pp. 86-88):
- Confusing prudential and ethical issues.
- Using loaded language.
- Judging the actions of others.
- Ethics based on the judgments of others.
- Making praiseworthy but not livable statements.
- Writing vague standards.

<u>Grading Criteria for Personal Leadership Ethics Code</u>
Does the code include drafting standards (pp 73-77)?
- Lying/Deceiving:	**50 points**
- Stealing:	**50 points**
- Harming:	**50 points**

Professional ethics:	**25 points**
Other (special) considerations:	**25 points**

Overall, does the leadership ethical code "…provide a basis for skillful ethical decision making, and in turn better our lives in concrete ways, improving character and strengthening relationships" and "When it describes the very best version of you that you can be." (p.82, 88):

25 points

Writing Skills, APA style, 4 - 6 pages in length: **25 points**

Total: 250 points

Profession or Academic Discipline Ethics Paper

This is a paper that focuses on ethical issues within a chosen academic/professional discipline. This is a **GROUP** paper. The size of the group can vary, minimum 2, maximum 4. Students should look to work with someone who has a similar background or similar career goals. If students are unsure about who they might work with please start by checking Introduction Discussion Please determine your group and then one person in the group send your instructor a list of team members and the topic. The intent of this paper is to collaborate with classmate(s) to determine, analyze and discuss the leadership ethical challenges associated with the chosen professional and/or academic discipline. The following grading criteria provides expectations for the paper. **Get on forming teams early so you can get started faster.**

<u>Grading Criteria for Team Professional/Discipline Leadership Ethics Paper</u>
Profession or discipline overview	25 points
Possible ethical dilemmas, brief description of these dilemmas	25 points
Identification of the most critical leadership ethical dilemma(s) to discuss and why (pick up to three dilemmas to discuss)	25 points
Discussion of ethical dilemmas:	
- How is this a leadership ethical dilemma? (discuss this aspect for each dilemma discussed)	25 points
- Discussion of various ethical perspectives and this dilemma	100 points
- Summary of the team's leadership ethical perspective	25 points
- Grammar, overall impression, 8 - 10 pages (of text)	25 points
-	Total: 250 points

Organizational Ethical Analysis Paper

Pick an organization to analyze, one that has available information regarding its ethical conduct. The sources for this analysis are found in both public documents that define the organization and popular press where current events are discussed. Use the questions on the Self-Assessment found on pp. 279 - 280 and Chapter 9 in our text as a guide for your analysis. Additional guidance is found in the following grading criteria for this paper. The paper is 4-6 pages in length. (**I would prefer you NOT write on Starbucks, McDonald's, Nike, Apple, JCPenney, Facebook, Microsoft, Army, Navy, Air Force, Marines, and Chick-fil-a). This is not a political statement but rather keeping you away from plagiarism as many have gotten close and I want to mitigate the issue.**

Grading Criteria for the Organizational Ethical Analysis Paper

10 Points: Overview of the organization selected
30 Points: Analysis of Core Values
30 Points: Analysis of Mission/purpose statement
30 Points: Analysis of Code of Ethics
30 Points: Analysis of the Organizational Structure
30 Points: Analysis of the Reward and Performance Evaluation Systems
30 Points: Analysis of the Reporting and Communication Systems
30 Points: Analysis of the Informal Elements
30 Points: Overall impression: APA Style, quality of writing, 4 - 6 pages in length

Course Schedule LEAD 525

All work is due on Sunday at 11:59pm CT of the week listed unless otherwise noted.

Lesson 1: Getting Started (August 24 - August 30)

To Read, Review, and Watch:
- Read the syllabus and this schedule
- Read Kellerman's "Leadership-- Warts and All"
- Watch Overview Video (by Daniel Goleman)
- Watch the Leadership Ethics video (by Brooke Deterline)
- Watch the Dilbert video
- Read p. xv-xxi in Johnson
- Read Chapter 1 in Howard & Korver (you'll use this book in Lesson 7 for a paper)

What Is Due:
- Syllabus Quiz (extra credit)
- Introductions Discussion
- Lesson 1 Discussion

Note: if you don't complete any Lesson 1 work by Sunday, you will be dropped from LEAD 525.

Lesson 2: Ethical Perspectives (August 31 - September 6)

To Read, Watch, and Do:
- Read Chapter 2 in Johnson
- Read the posted readings on Utilitarianism, Distributive Justice, and Entitlement Theory
- Watch the video on An Ethical Basis
- Self-Assessment p. 21-22 of Johnson
- Read Chapter 2 in Howard & Korver

What Is Due:
- Case Study 1.3

Lesson 3: Personal Ethical Development (September 7 - 13)

To Read and Review:
- Read posted chapter on Leadership, Ethics, and Values
- Read Chapter 2 in Johnson
- Self-Assessment p. 50-51 of Johnson
- Read Chapters 3-4 in Howard & Korver

What Is Due:
- Lesson 3 Discussion

Lesson 4: Ethical Decision Making (September 14 - 20)

To Read and Review:
- Watch the video on Ethical Decision Making
- Read Chapter 3 in Johnson
- Read Chapters 5 in Howard & Korver

What Is Due:
- Case Study 3.1
- Professional/Academic Ethics Paper Group Discussion

Lesson 5: Decision Making Techniques (September 21 - 27)

To Read and Review:
- Read the posted chapters on Decision Making by Schein and Levi
- Read the posted materials about the Vroom and Yetton Decision-Making Model
- Watch the video on the Vroom and Yetton Decision-Making Model
- Read about the Cynefin Decision Framework
- Watch the two videos about the Cynefin Decision Framework

What Is Due:
- Decision-Making/Vroom and Yetton Case Study
- Lesson 5 Discussion Board
- Head's Up: your Personal Leadership Code is due in Lesson 6

Lesson 6: Ethical Interpersonal Communication (Sept 28 – Oct 4)

To Read and Review:
- Read posted "Moral Person, Moral Manager" article
- Watch the video on non-effective communication
- Watch the video on effective communication
- Read Chapter 4 in Johnson
- Read Chapters 6-7 in Howard & Korver

What Is Due:
- Case Study 4.3
- Personal Leadership Ethics Code

Lesson 7: Exercising Ethical Influence (October 5 – 11)

To Read and Review:

- Read Chapter 5 in Johnson
- Watch the video on Leadership Ethic s by Carly Fiorina

What Is Due:
- Lesson 7 Discussion Board

Lesson 8: Ethical Conflict Management / Negotiation (October 12 – 18)

To Read and Review:
- Read the posted article by Kellerman "When should a leader apologize—and when not?"
- Watch the video on Conflict
- Watch the TedTalk on Conflict
- Read Chapter 6 in Johnson
- Complete the Self-Assessment found on pp. 161 - 162

What Is Due:
- Lesson 8 Discussion Board
- Case Study 6.3

Note: Your Group Paper is due next week!

Lesson 9: Leadership and Followership Ethics (Oct 19 – Oct 25)

To Read and Review:
- Read Chapter 7 in Johnson
- Read the posted article on Ethical Breakdowns
- Watch the TedTalk on Ethics by Deterding
- Watch the video on Followership
- Watch the video on the Difficulty of Being a Follower

What Is Due:
- Case Study 7.2
- Group Professional or Academic Discipline Ethics Paper

Lesson 10: Improving Group Ethical Performance (Oct 26 – Nov 1)

To Read and Review:
- Read Chapter 8 in Johnson
- Watch the video on Ethical Training to Increase Ethical Conduct

What Is Due:
- Case Study 8.2

Note: Your Organizational Ethics Analysis Paper is due next week!

Lesson 11: Building an Ethical Organization (Nov 2 - 8)

To Read and Review:
- Read Chapter 9 in Johnson
- Watch the video on Organizational Ethics
- Read the posted article on Ethical and the Army

What Is Due:
- Organizational Ethics Analysis Paper (Please refer to the companies/organizations NOT allowed above)

Lesson 12: Managing Ethical Hot Spots in the Org. (Nov 9 - 15)

To Read and Review:
- Read Chapter 10 in Johnson
- Watch the video on Ethics and Human Resources
- Complete the Self-Assessment found on p. 316.

What Is Due:
- Lesson 12 Discussion Board

Lesson 13: Promoting Organizational Citizenship (Nov 16 - 22)

To Read and Review:
- Read Chapter 11 in Johnson
- Complete the Self-Assessment found on pp. 344 - 345

What Is Due:
- Lesson 13 Discussion Board

Thanksgiving Break Week

Lesson 14: Ethics in a Global Society (Nov 30 – Dec 6)

To Read and Review:
- Read Chapter 12 in Johnson
- Watch the video on Culture and Ethics

What Is Due:
- Case 12.1
- Lesson 14 Discussion

Disclaimer

The information in this syllabus and the course schedule are subject to change. While changes are not anticipated, if there are changes, they will be posted in Blackboard and shared via an Announcement.

@revised 7/22/2020 -GC