Fall 2024

History of Injustices and the Current Interim Government Actions in Bangladesh

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LDR 3905 - Directed Independent Study

Section: 0001

College of Undergraduate Studies
Office of Interdisciplinary Studies

Course Information

Term: Fall 2024
Class Meeting Days: F
Class Meeting Time: 13:00 - 13:50
Class Meeting Location: FC 0168E
Modality: P
Credit Hours: 1.00

Instructor Information

Mark Allen Poisel
Title: Assistant Director, Academic Programs and Service-Learning
Office Location: FC 168G
Office Hours:
Monday-Friday, 8 am to 5 pm, by appointment. Please schedule appointments with Dr. Poisel by visiting https://meet-with-dr-poisel.appointlet.com/
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Teaching Assistants

Monal Patel

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Course Description

Directed Independent Study

Students will develop their understanding of leadership, learn more about international and global issues, be challenged to become more globally minded citizens and leaders. Students will engage in service learning and reflect upon their interest and appreciation for global and international issues including enhancing their understanding of diversity and inclusion.

This section of LDR 3905 is a UCF-sanctioned service-learning class. Students are required to complete a **minimum of 15 hours of community service** in addition to completing assignments and attending group seminars. This activity will address a need in our community, support our course objectives, involve a connection between the campus and the world around it, challenge students to be civically engaged, and involve structured student reflection. Service agency matching can be done through Volunteer UCF or via your instructor if you do not already have an agency in mind. **Only non-profit organizations will be considered and preferably with an international or global focus.** Credit will not be given for paid positions or internships for credit, regardless of the organization. We'll spend time reflecting on our service-learning experience through **[class conversations, WebCT discussions, and field journal entries].** While there is a **15** hour minimum for service to pass the course, your service-learning efforts will be the core of much of the learning in the course. Therefore your "grade" for service-learning will come from the tangible class-related projects that come out of it rather than simply from completion of the hour minimum.

If you have any questions about this service-learning designation or HIP designations at UCF, please contact hip@ucf.edu

Student Learning Outcomes

Students who complete this program will be able to:

- **LEARN:** Explore leadership topics and identify personal areas of growth related to their leadership style while discussing the Social Change Model and how to make an impact in their communities. Students will develop personal, professional, and leadership perspectives and values.

- **LEAD:** Develop basic leadership skills and establish a strong leadership foundation that can be passed on to other students. Students will analyze the components of leadership and how to apply them in student or professional organizations.

- **SERVE:** Provide student leaders with opportunities to serve their community while reflecting on how their leadership experiences have contributed to the development of their character and awareness of self. Students will be involved in service-learning opportunities that support the importance of community values and the promotion of the UCF Creed.

Global Leadership Program Competencies

Students participating in the Global Leadership Program will be assessed in three competency areas through written reflection, instructor observations and class participation. As a result of participating in this program, students will be expected to demonstrate competence in their ability to:

Global & Cultural Awareness

- Define global citizenship and express the benefits of empowering global citizens

- Discuss their current level of global citizenship, and identify potential areas of growth

- Demonstrate a comprehensive understanding of culture and its various components

- Demonstrate knowledge/awareness of other cultures and appreciation for diversity

Analytical & Critical Thinking

- Demonstrate knowledge/awareness of international or global issues and their effects on various populations and regions around the world

- Express how their worldview is shaped by their personal values, identity, and culture

Leadership Development

- Express their personal values, passions, and individual style of leadership

- Demonstrate the ability to engage in difficult conversations and respect diverse perspectives

- Demonstrate knowledge of various leadership theories and their application to global leadership

Course Materials and Resources

Leadership for a Better World
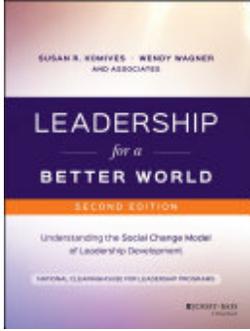
ISBN: 9781119207597

Authors: NCLP (National Clearinghouse for Leadership Programs)

Publisher: John Wiley & Sons

Publication Date: 2016-11-14

Online Access:
https://ebookcentral.proquest.com/lib/ucf/detail.action?docID=4717384

Course Assessment and Grading Procedure

Course Assessment and Point Values

Assignments	Points
Program and Course Requirements: -Course Introduction (10 pts.) -Service Verification Part 1 (7 hrs. @ 10 pts each) -Service Verification Part 2 (8 hrs. @ 10 pts each) -Two (2) Impact Events (2 @ 25 pts each) -Global Competency Quizzes (2@20 pts each)	250
Modules and Seminars -Seminars (7 @ 25 pts each)	175
Social Change Research Project -Social Change Research Paper (250 pts) -Showcase Poster and Participation (225 pts)	475
Final Reflection Paper	100
Total	1000

** This course is graded on a Satisfactory/Unsatisfactory basis. In order to receive a grade of Satisfactory, students must receive at least 700 points (70%). The service hours, impact events, and research paper and poster must be submitted to receive a grade of Satisfactory.

Grading Scale

Letter Grade	Percentage
S	70-100%
U	0-69%

You can check your assignment scores at any time by accessing your grades in Webcourses. Please note that scores and grades are unofficial until posted to MyUCF at the end of the term. If you need help accessing your grades, please contact your professor.

Policies for Course Grade

Grade Policies and Expectations

1. All papers must be typed. 12-point Times New Roman font, with 1-inch margins on all four sides of paper, in APA format. Additional guidelines will be given in class.

2. There will be graded assignments. If you miss class, it is best to contact a class member to see if an assignment has been given. You are responsible for obtaining and knowing the assignments given in class and turning them in on time. All assignments must be turned in by the given date and time. Students participating in UCF officially recognized experiential opportunities may be offered a reasonable substitute for missed assignments, quizzes, or exams that is equivalent to missed work.

3. Students who desire to observe a religious holy day of their faith must notify all of the instructors teaching the class(es) from which the student desires to be excused no later than the tenth business day of the term. The student will be held responsible for any material covered during the excused absence but will be permitted a reasonable amount of time to complete any work missed.

4. Late Work Policy: There are no make-ups for writing assignments, presentations, or projects; however, exceptions may be granted by the instructor in extreme circumstances. You will lose points equivalent to one letter grade if your assignment is late and one letter grade per business day for assignments turned in any time after the next class period.

5. If a submitted assignment does not meet requirements, it will be graded accordingly. If you have any questions regarding an assignment, contact me ASAP.

6. Rewrite Policy: Rewrites may be granted by the instructor on an individual basis.

7. Class assignments and topics are subject to change as needed and timely notice will be provided.

8. Grades of "Incomplete": The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where

unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

9. Group Work Policy: Everyone must take part in a group project. Once formed, groups cannot be altered or switched, except for reasons of significant extenuating circumstances.

10. Grades are non-negotiable.

Attendance and Participation: Class contributions are based on your active, quality participation in the class. Students will be evaluated on their contribution to class discussions. Each student is expected to attend class on time and stay for the full class. Lateness or early departure from class may decrease your participation grade. Attendance is not equal to class participation. In order to receive a good grade for class participation, you must actively and regularly contribute to class discussions and activities. You are allowed excused absences (but you are still responsible for any assignments and material on all days you miss class). Absences after your first excused absence may impact your final grade. Only documented medical and family emergencies and other extenuating circumstances are considered in evaluating attendance.

LEAD Scholars Academy is committed to creating a culture of engaged learning and establishing a climate of inclusion and harmony. We are all here to learn from each other. In this spirit, we will work to actualize our community standards of integrity and respect by practicing active listening and respectful communication. By acknowledging differences amongst us in our backgrounds, skills, interests, and values, we will collectively grow and improve our understanding of the world. Together, we strive to cultivate a camp where each individual feels a sense of belonging and well-being. This atmosphere is most conducive to teaching, learning, and building community." (adapted from the U-M Biological Station).

Professionalism Policy: Per university policy and classroom etiquette; mobile phones, *etc*. **must be silenced** during all classroom lectures. Those not heeding this rule will be asked to leave the classroom immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually

disturb the class by talking, arriving late, *etc*., and have been warned may suffer a reduction in their final class grade. **Be respectful of others in the class- both their opinions and comments. Approach each class with a positive attitude and an eagerness to learn.**

It is fundamental to the University of Central Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive. These ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. Objective means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research. Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

Class Schedule

Class Schedule and Required Assignments

Week	Meetings/Events	Assignments/Homework
Week 1 8/25	First Class Meeting – Aug. 23rd (Aug. 23rd) • Course Introduction • · Foundations of Global Leadership • Review Class Webcourse	**READ:** Module 0: Welcome and Introductions **READ:** Module 1: Foundations of Global Leadership **DUE:** Introduction Discussion by **8/23 at 5:00 pm**
Week 3 9/6	Second Class Meeting – Sept. 6th • Video Interview with Dr. Bardill-Moscaritolo • Your Culture and Global Experience	**READ:** Module 1A: Social Change Research Project **READ:** Module 2: Your Global Experience **DUE:** Attend Seminar #2 **DUE:** Global Competencies Pretest by **9/4 at 11:59 pm** **DUE:** Potential Research topic for class
Week 5 9/20	Third Class Meeting – Sept. 20th	**READ:** Module 3: Global Ethics **DUE:** Attend Seminar #3

	• Video Interview with Mr. Thierry Roques • Individual Values • Global Ethics and Resources	
Week 7 10/4	Fourth Class Meeting – Oct. 4th • Global Connectivity • · Global Citizenship • International Travel	**READ:** Module 4: Connecting our World **DUE:** Attend Seminar # 4 **DUE:** Impact Event #1 by **10/13 at 11:59 pm**
Week 9 10/18	Fifth Class Meeting – Oct. 18th • Video Interview with Mr. Ed Westrich • Sustainability and Climate Change	**READ:** Module 5: Sustainability and Climate Change **DUE:** Attend Seminar # 5 **DUE:** Community Service Hours (7 hours) by **10/18 at 11:59 pm** **DUE: Draft Poster Submission on 10/20 by 11:59 pm**
Week 11 11/1	Sixth Class Meeting – Nov. 1st • Video Interview with Dr. Felix Daniels • Global Health • Health Care Systems	**READ:** Module 6: Global Health **DUE:** Attend Seminar # 6 **DUE: Poster Submission on 11/1 by 5 pm**
Week 13 11/15	Seventh Class Meeting – Nov. 15th • Food and Culture • Global Food Insecurity	**READ:** Module 7: Food, Culture, and Food Insecurity **DUE:** Attend Seminar # 7 **DUE:** Global Competencies Posttest by **11/15 at 11:59 pm**
Week 15 Classes End	Thanksgiving Break – No Class	**DUE:** Research Paper by **11/24 by 11:59 pm** **DUE:** Impact Event #2 by **11/26 at 11:59 pm**
Week 16 Finals Week	No Class Meeting - submit assignments online	**DUE:** Community Service Hours (8) **by 12/2 at 11:59 pm** **DUE:** Final Reflection Paper Due on **12/6 by 5pm**

Important Dates to Remember

UCF publishes important dates in the [University academic calendar.](#)
Course dates and assignments are tentative and can be changed at the discretion of the professor.

- **Last Day to Add/Drop/Swap:** Friday, August 24, 2024, at 11:59 pm

- **Academic Activity (Financial Aid Assignment) * due date:** Friday, August 23, 2024

- **Withdrawal Deadline:** Friday, November 1, 2024

- **Poster Showcase**: November , 2024

- **Thanksgiving Break:** November 27-29, 2024

- **Final Examination Week**: December 2-7, 2024

 All faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the financial aid assignment (academic activity) by the end of the first week of classes and no later than August 23, 2024. Failure to do so may result in a delay in the disbursement of your financial aid.

Course Assignments

Student Introduction (required first week activity) (10 pts.): Students will introduction themselves to their classmates in a Webcourses discussion forum during the first week of class. This required activity must be completed in the first week of the semester.

Verification of Service Hours (150 pts): Your 15 hours of service must be documented in order to pass this class. Seven (7) hours will be submitted by mid-term and eight(8) by the final week of class. Please use the LEAD Service Verification Form and upload it to the U-LEAD portal to document your hours. Your service site supervisor must sign this form, or you must attach a separate agency verification form with the supervisor's signature to the verification form in lieu of a signature. This verification should be scanned or uploaded as an image (i.e.-from a picture) or as a .pdf and submitted via Webcourses to verify your service hours.

 Two (2) Impact Events (50 pts): Students must submit two completed Impact Event Forms after attending approved Impact Events. Impact Events can be educational workshops, presentations, and more. For approved events, please refer to the calendar at https://lead.sdes.ucf.edu/home/calendar.

Global Competency Self-Assessment Pre and Post (20 pts each): Students are required to take a pre and post global competency self-assessment quiz in which they will assess their level of understanding of the Global Leadership Program Competencies listed above. Each assessment quiz is worth 20 points.

Webcourses Modules and Group Seminars (175 pts)
There will be seven group seminars which will vary in leadership topics, giving students the opportunity to discuss the course content with their peers. Prior to each seminar, students will be required to complete a short online module, which will provide an overview of the content to be discussed. Modules may include articles, videos, short quizzes, and other assignments. Students must have completed the module assignments before the seminar takes place. Students will be graded based on their participation in class discussions.

Seminar Makeup Policy: Seminars are in person; You are allowed one absence if you cannot attend in person, but you will be required to complete a makeup assignment within one week of the seminar date. Additional absences and makeup assignments may be allowed at the discretion of the instructor.

Social Change Research Project (250 + 225 pts.)
Students will complete in-depth research surrounding a global or international social issue of interest to them, exploring the history and systemic nature of the problem. In written research paper format, students will gain a deep understanding of their topic, analyze the systems in play that contribute to the issue, and develop at least one detailed strategy to solve or alleviate the problem. Students will develop strategies founded in the Social Change Model of Leadership, and will describe solutions that are specific, sustainable, and strongly supported by theory and existing research. The project will consist of a research paper and a poster display at the Social Change Showcase.

1a. Topic Proposal and Reference List
Choose a social change topic of interest to you and conduct some initial research using at least 4 scholarly references. You should discuss your topics and resources with your instructor to ensure their appropriateness. You may want to consider the following items:

- What topic are you hoping to research?
- What is the region/demographic you hope to focus on?

- What makes this topic a social issue?

- How will this issue affect our world if it continues?

1b. Rough Draft Paper
Once your topic has been discussed and approved by your instructor, you may want to consider submitting a rough draft of your paper that includes the sections outlined in the final draft assignment, as well ideas of your initial recommendations. At this stage, your instructor will give you feedback and guidance on how to proceed with your research. You may want to make an appointment to review your paper at the University Writing Center if you need assistance with your writing.

1c. Social Change Research Paper (1250-1500 words) (250 pts). Find as much information as you can related to the issue, and how it has developed over time. In your research, you should explore the culturally appropriate leadership, societal systems, and other significant items that impact this issue and why it exists. These could include political divides, government regulations, economic policies, lack of resources, or social issues

After you have a solid understanding of your topic, you will develop your own informed recommendations to alleviate the problem. Your recommendations must utilize the Social Change Model of Leadership as a framework, and must address each of the three levels of the model for full credit (Individual Values, Group Values, and Societal/Community Values). Each recommendation should be as thorough and specific as possible in implementation.

Your Social Change Research Paper should help the reader to fully understand the topic, balancing information from research and literature in the field, and your own analysis and opinions. A well-written paper will draw connections between your sources, allowing the reader to be fully informed about the issue. **Your Social Change Research Paper must include a minimum of 5 scholarly resources (books, academic journals, etc.)**.

Your paper must address **all** of the following sections and questions (you may include these sections as headings):

- **Introduction and Overview of Topic**

  - What is your topic and why is it important to know about?

  - Why is this issue a problem?

- What historical events/factors have contributed to this issue?
- **Analysis**
  - How does this issue affect different groups of people?
    - How are certain populations being targeted/rewarded?
    - How do issues of power and privilege relate to your topic?
  - How are larger societal systems (political/economic/social) contributing to this issue?
  - Are there any laws or policies related to this issue?
  - What is currently being done to solve the issue?
  - **Recommendations**
    - What are your recommendations and how will they work?
    - Who will implement the recommendation?
    - Who will benefit from the recommendation?
    - How will you evaluate your success?
    - What is the timeline for implementation?
    - Which of the 7 C's does this recommendation include (name them specifically)?
  - **Conclusion**

1d. APA Formatting

- 12 point, Times New Roman font, Double-spaced
- APA styled cover page
- 1 inch margins
- Correct page headings and numbering
- APA formatted reference sheet and in-text citations
- For more information on APA formatting visit https://guides.ucf.edu/APA

2. **Poster Draft, Final Poster Submission, and Showcase Participation (225 pts.)**
   You will be required to create a research poster based on your Social Change Research Project. Your poster should showcase your recommendations and provide any relevant information surrounding the issue. Posters will be judged based on

creativity, the overview of your topic, and the strength of your recommendations. A draft of your poster is due for final review. You will be required to present your research poster at the LEAD Scholars Social Change Showcase either virtually or in person where you will compete for financial incentives for the winners. If you participate in person, you are expected to stay for the duration of the event. If you are unable to attend the showcase for any period of time, please let us know ASAP.

Final Reflection Paper (100 pts)
Students will complete a two (2) page final reflection paper at the end of the semester. This assignment is an opportunity for students to think back on their service and the impact that they have made on the community they served. Papers must address all of the following questions:

- Provide an overview of the organization(s) where you completed your service hours and what you did.

- What did you learn from completing your service hours?

- Do you feel that you have grown as a leader this semester? Why or why not?

- Do you feel that you have become a more global citizen? Why or why not?

- What actions have you taken to become a more global citizen?

- What actions can you take in the future?

Course Policies Related to Technology and Media

We will use various learning methods to achieve the course objectives including:

- Selected readings

- Multi-media (Ted talks, videos, etc.)

- Leadership assessment inventories

- Case studies and articles

- Class discussions and experiential learning

- Additional readings or other assignments

UCF Webcourses: Assignments, supplemental materials, announcements, rubrics, course grades, and all the information you need to be successful in LDR 3905 reside in UCF Webcourses. Logging in, you will need your NID and NID password.

Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Course Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Reporting an Incident or Issue

If you believe you have experienced abusive or discriminatory behavior by any faculty or staff member, contact the Office of Institutional Equity online or at 407-823-1336. You can also choose to report using the UCF Integrity Line and can report anonymously or as yourself at 1-855-877-6049 or using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

Academic Integrity

Students should familiarize themselves with UCF's Code of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.

b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

c. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.

d. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic

Misconduct report could be filed with the Office of Student Conduct and Academic Integrity, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at [Let's Be Clear](#) and [UCF Cares](#).

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – [Office of Institutional Equity](#) & [askanadvocate@ucf.edu](#)
- Disability Accommodation – Student Accessibility Services – [Student Accessibility Services](#) & [sas@ucf.edu](#)
- [Access and Community Engagement](#) (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – [Compliance, Ethics, and Risk Office](#) & [complianceandethics@ucf.edu](#)
- The [Ombuds Office](#) is a safe place to discuss concerns.

Campus Safety

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.

- Every UCF classroom has an **Emergency Procedure Guide** posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online [here](#).

- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video [here](#) to learn more.

    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.

    - **DENY.** When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.

    - **DEFEND.** When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.

- For emergencies on campus, UCF will utilize the [UCF Alert](#) system. All UCF students, faculty and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your [contact information is up to date](#).

Deployed Active-Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

University Writing Center

The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at http://uwc.cah.ucf.edu/ or call 407.823.2197.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

In-Class Recordings

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject.

Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member, and invited guest speakers is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.