

# UMBC UGC New Course Request: NAVY 200 Leadership and Management

Date Submitted: 18JAN2016

Proposed Effective Date: 31AUG2016

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## COURSE INFORMATION:

Course Number(s)	NAVY 200
Formal Title	Leadership and Management
Transcript Title (≤30c)	Leadership and Management
Recommended Course Preparation	None
Prerequisite <b>NOTE:</b> Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	Permission by the Professor of Naval Science
Credits	3
Repeatable?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3 <small>This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.</small>
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

## PROPOSED CATALOG DESCRIPTION (no longer than 75 words):

This class is an introductory course designed to familiarize students with the theories, processes, and behaviors that enable effective leadership and managerial competence. Students will engage in analytical discussions, review leadership development and education, and Navy/Marine Corps-based case study discussions in order to develop their understanding of personal strengths, values and growth opportunities in the context of team, group and organizational leadership.

## RATIONALE FOR NEW COURSE:

a) **Why is there a need for this course at this time?** For students to be successful U.S. Navy and Marine Corps officers, leadership and management skills must be developed because they form a critical foundation for future professional duties. The U.S. Navy and Marine Corps are charged with maintaining superiority in the maritime domain, and leadership and management are core aspects of executing successful missions. The course will consist of 1.25 hours of instruction, twice each week, and practical assessments. NAVY 200 provides a study of the theory, principles, and application of leadership and management fundamentals, including in-depth analysis of case studies germane to naval warfare.

b) **How often is the course likely to be taught?** The course will be piloted in the Fall 2016 semester and the course will be taught every Fall semester (once per Academic Year). Once approved, the course will be adopted into the NROTC program at UMBC as part of its Naval Science curriculum offerings.

c) **How does this course fit into your department's curriculum?** This course is designed to fulfill the U.S. Navy-mandated leadership education requirement. The class is a foundational skills course for midshipmen/students focused on joining the NROTC program and commissioning as an officer in the U.S. Navy or Marine Corps.

Students will practice the leadership and management professional competency required to become a naval officer, and develop a basic understanding of leadership concepts that are core to the Navy and Marine Corps such as the leader-follower-situation framework, experiential leadership cycle, action-observation-reflection concept, leadership versus management, and self-analysis and exploration. This course may include, but not be limited to, leadership case studies, role playing exercises, lecture and practical examinations. In addition, the course will utilize guest speakers to expand upon leadership and management concepts targeting learning objectives and experiences.

d) **What primary student population will the course serve:** This course is intended for NROTC scholarship students and those students who wish to join the NROTC program and commission as an officer in the U.S. Navy or Marine Corps. It is open to all enrolled UMBC students. This course is designed for midshipmen/students in their second year of academic study within the NROTC program, although other students may be accepted for attendance on a case-by-case basis.

e) **Why is the course offered at the level (ie.100, 200, 300, or 400 level) chosen?** This course is intended for NROTC scholarship students and those UMBC students seeking to join the NROTC unit who desire a commission in the U.S. Navy or Marine Corps. It is offered at the 200 level with the intention for participating students to have completed NAVY 100 (Introduction to Naval Science) and NAVY 101 (Seapower and Maritime Affairs) for background prior to this course but are not pre-requisites. The four-year curriculum track for NROTC scholarship students is designed for enrollment of midshipmen/students to this course who are in their sophomore year of collegiate study. Course completion for students participating in NROTC on two- or three-year curriculum tracks will be accepted pending referral from NROTC Academic Advisors.

f) **Explain the appropriateness of the recommended course preparation(s) and prerequisites(s).** This class is one of the required naval science courses required for completion of the commissioning requirements for the NROTC scholarship. At this point, the prerequisite is to be enrolled in the NROTC program and have completed NAVY 100 and 101 coursework, though exceptions may be considered on a case-by-case basis.

g) **Explain the reasoning behind the P/F or regular grading method.** Students are able to take a pass/fail course only after they have completed 30 or more credits. Because this class is a core course within the student's Naval Science curriculum continuum, it should only be available as a course with a regular grading method.

h) **Provide a justification for the repeatability of the course.** The Leadership and Management course will be offered once per academic year, dependent on the availability of classrooms and associated resources. It is a core course in the NROTC curriculum continuum, and must be completed with a grade of C or higher. Students may repeat the course only one time, consequent to academic review by the Professor of Naval Science.

**ATTACH COURSE OUTLINE (mandatory):**

**NAVY 200 – SYLLABUS**  
**NAVAL SCIENCE LEADERSHIP AND MANAGEMENT**

Fall 2016

**Meeting Times:** Monday / Wednesday or Tuesday / Thursday 0730 – 0850

**Location/Time:** TBD

**Course Coordinators:** CAPT Troy Mong                      CDR Stew Wennersten  
UC 116, 410-455-8035                      UC 116, 410-455-8035  
[tmong@umbc.edu](mailto:tmong@umbc.edu)                      [swenners@umbc.edu](mailto:swenners@umbc.edu)

**Office Hours:** The coordinators' office door is open most of the time – feel free to drop in and visit. If no one is available, please arrange an appointment via email. When sending an email, always include your full name and course number in the subject line. Also, use your UMBC email account to ensure validity and delivery.

Fixed office hours for the Course Coordinators will be provided on the official syllabus for this class.

**Resources:** Texts, assigned readings and handouts, websites, and potential guest lecturers. Texts will be loaned to all NROTC students by the Department of Naval Science, and to all other UMBC students as available. The texts are the property of the U.S. Government. Students can highlight the texts, but should not write in the margins. The books must be returned at the end of the semester in usable condition. If the text is unavailable from the Department of Naval Science, students can either buy or rent the textbooks. Additionally, a copy of each text can be found in the UMBC Albin O. Kuhn Library.

**Texts:** The following resources will be distributed during the first class:

1. Leadership, Enhancing the Lessons of Experience, 6<sup>th</sup> Edition. McGraw-Hill/Irwin Publishing, New York, NY, 2009. **(L6e)**
2. Leadership and Management, Naval Reserve Officers Training Corps, Pearson Custom Publishing, Boston, Massachusetts, 2000. **(L&M)**
3. Leadership Embodied, The Secrets of the Most Effective Navy and Marine Corps Leaders, Naval Institute Press, Annapolis, Maryland, 2005. **(LE)**
4. The Armed Forces Officer, National Defense University Press, Washington D.C. 2007. **(AFO)**
5. Command and Control, Marine Corps Doctrinal Publication (MCDP) 6. Washington, DC: Government Printing Office, 1996. **(MCDP)**
6. McGraw-Hill Leadership Enhancing the Lessons of Experience: [www.mhhe.com/navyleadership](http://www.mhhe.com/navyleadership). This website requires a registration code which will be provided as required.

**Computers:** Students are permitted to use computers during class for note-taking and other class-related work. All electronic media will be provided by the NROTC unit. Those using computers during class for work or communication not related to that class must leave the classroom for the remainder of the class period.

**Blackboard Site:** A Blackboard course site is set up for this course. Each student is expected to check the site throughout the semester as Blackboard will be the primary venue for outside classroom communications between the instructors and the students. Students may access the course site and support at <https://blackboard.umbc.edu>.

**Course Description:** NAVY 200 is designed to fulfill the U.S. Navy-mandated leadership and management formal education requirement. The class is an introductory course designed to familiarize students with the theories, processes, and behaviors that enable effective leadership and managerial competence. Students will engage in analytical discussions, presentations and oral briefings, and Fleet-based case study discussions in order to develop their understanding of personal strengths, values and growth opportunities in the context of team, group and organizational leadership. The curriculum composes a foundational knowledge course for midshipmen/students focused on joining the NROTC program and commissioning as officers in the U.S. Navy or Marine Corps.

**Prerequisites:** Permission of the Professor of Naval Science.

**Course Purpose:** Leadership is the most challenging and rewarding aspect of being a Naval Officer. While learning to drive a ship, operate a submarine, or fly an airplane is exciting and demanding, you will discover that it is much more difficult to become an effective leader than it is to become proficient at your particular craft. Leadership means dealing with human behavior, and people are much more complex than mere machines. In addition, the Navy is a dynamic organization that must deal with new and complicated leadership issues in an effective and forthright fashion. Over the past 20 years, the end of the Cold War has changed the Navy's mission, its budget, and its manning. A new social awareness has changed the role of women in combat and caused the Navy to rethink some of its core values. To prepare you for the leadership challenges in the Navy, the Department of Naval Science offers you two leadership and management courses. They will introduce you to the theory and practice of leadership, ethics, and resource management. Although the terms leadership and management are often used interchangeably, they are not the same thing. The challenge midshipmen face is to balance both leadership and management in their role as junior officers in both the Fleet and Fleet Marine Forces (FMF). Leadership cannot replace management; they are complimentary.

Leadership and Management is a comprehensive study of organizational behavior and management with a special emphasis on situational leadership in the Navy. This Fall, you will explore a variety of leadership and management topics including the classical theories of management, motivation, and communication. The course will consist of 1.25 hours of instruction twice each week and practical assessments.

The purpose of this course is to help you develop Leadership and Management core competencies:

## I. LEADERSHIP AND MANAGEMENT

- A. Describe the relationship of the Naval Services' Core Values to the roles and responsibilities of a naval leader.
- B. Define the following personal qualities and be able to relate them to a leader's effectiveness:
  - 1. Honor
  - 2. Judgment
  - 3. Justice
  - 4. Dedication
  - 5. Initiative
  - 6. Decisiveness
  - 7. Tact
  - 8. Integrity
  - 9. Endurance
  - 10. Bearing
  - 11. Unselfishness
  - 12. Courage (moral and physical)
  - 13. Knowledge
  - 14. Loyalty
  - 15. Enthusiasm
- C. Understand and explain the major principles of the Code of Conduct and be able to apply it to a leader's role in a prisoner of war situation.
- D. Explain the relationship between authority, responsibility, and accountability within a task-oriented organization.
- E. Apply leadership and management skills to prioritize among competing demands.
  - 1. Demonstrate the ability to establish meaningful goals and objectives.
  - 2. Apply techniques of prioritization and time management to resources and personnel.
- F. Apply leadership skills to achieve objectives.
  - 1. Describe different leadership styles and how they apply to different situations and groups.
  - 2. Explain basic principles of human behavior and group dynamics.
  - 3. Describe the difference between informal and formal groups.
  - 4. Explain how formal group organization and standard procedures contribute to mission accomplishment.
  - 5. Apply leadership and management skills to design work groups based on task requirements, group capability, and available resources.
  - 6. Apply techniques and skills to measure organizational effectiveness by establishing qualitative and quantitative performance standards.
- G. Understand and explain the importance of planning and supervision to mission accomplishment.
  - 1. Describe the importance of planning and forecasting.
  - 2. Explain the relationship between goal setting and feedback and apply this understanding to establishment of control systems.
  - 3. Know the important reasons for development of and constant re-evaluation of alternatives in decision making.

4. Explain the major reasons why change is resisted in organizations.
  5. Describe specific change management techniques.
- H. Demonstrate an understanding of the influence of the following on a leader's ability to achieve organizational goals:
1. Use of authority.
    - (a) Definition of a legal order
    - (b) Process for challenging illegal orders
  2. Prioritization of Constitution, mission, service, command, shipmate and self.
  3. Conveyance of clear, concise Commander's Intent
  4. Degree of delegation and decentralization
  5. Officer-enlisted professional relationship
  6. Chain of command, including ship/squadron organization
  7. Morale and esprit de corps
  8. Supervision and follow-up
- I. Describe the moral and ethical responsibilities of the military leader.
1. Explain the leader's moral and ethical responsibilities to the organization and society.
  2. Explain the relationship of integrity, moral courage, and ethical behavior to authority, responsibility, and accountability.
- J. Demonstrate characteristics of effective oral and written communication.
1. Demonstrate the communications process through classroom discussions, internet blogs/chat rooms, oral presentations, and written term papers and/or point papers.
  2. Describe the major causes of communication breakdown and effective means to create healthy communication.
- K. Demonstrate an understanding of basic counseling skills.
1. Explain the importance of feedback to mission effectiveness.
  2. Described various motivational techniques that may be useful in leadership situations.
  3. Apply counseling skills to performance evaluation debriefings, discipline infractions, career guidance, and personal problems.

**Course Learning Outcomes:** By the end of this course, students will be able to:

- Know and comprehend that Leadership and Management takes a process approach, viewing leadership and management as follows:
  - Leadership is the process of influencing an organized group toward accomplishing its goals. Leaders are concerned with doing the right thing and change.
  - Management - while no single definition is provided, the text says that Managers administer programs, control budgets and costs, maintain the status quo, and are more likely to take a short-term view. They are concerned with doing things right.
- Understand that although the terms leadership and management are often used interchangeably, they are not the same thing. The challenge Navy and Marine Corps Officers face is to balance both leadership and management in their role as junior

officers in the fleet. Comprehend that leadership cannot replace management; it should be in addition to management.

- This course stresses learner-centered processes, such as collaboration, experiential exercises, reflective writing and group discussion. After an overview of Leadership is a Process, not a Position, we use this learning system to examine the leadership process in context of the dynamic interaction of The Leader, The Followers, and The Situation.
- Demonstrate and comprehend key concepts from various fields in leadership, management, the behavioral sciences, and information that come straight from the Fleet. The implementation of the theory to application model provides a scholarly framework complemented by direct application in each session.
- Develop a comprehensive understanding of the fundamental theoretical concepts of leadership and management, and to give the student a set of practical leadership tools that can be derived from the theoretical concepts.

### **COURSE STRUCTURE**

This is an introductory course instructed by a Department of Naval Science faculty member. Each week, students and faculty will meet Monday / Wednesday or Tuesday / Thursday 0730 – 0850. Course activities include the following:

- Class Participation/Attendance/Quizzes (30%). Students are expected to **read** and **study** any handouts provided ahead of class. This will enable the students to comprehend the topics covered during the week and to be prepared for class. Students will also participate in class discussions to demonstrate comprehension of fundamental course core competencies. Students should complete applicable assignments after each lesson to ensure complete understanding of the material – all concepts are related. Participation is both quantitative and qualitative. Unexcused absences, tardiness, and lack of class preparedness will result in the reduction of this grade (2% per absence, 1% per tardiness).
- Presentations/Project (10%). Leadership is a subject that has been examined in just about every conceivable venue, including Hollywood. Movies provide a wide range of leadership examples; some good, some bad, and everything in between. All members of the class are required to watch the following movies.

Remember The Titans  
Lawrence of Arabia  
The Great Escape  
Miracle  
The Mission  
Twelve O'clock High  
The Longest Day  
Men of Honor  
Bridge Over The River Kwai  
Invictus  
Mr. Roberts  
The Caine Mutiny

- Your group will choose a movie to analyze the leadership presented within by applying concepts you've learned in class as well as from your own experience. Each group will select a movie from the above list to present to the class. If you do not have access to one of these movies, please let me know. They are available in the library, on line or DVD. There is no particular required style for the presentation. Focus should be on the leadership traits exhibited, decisions made (or not made), and discussion of actions.
  - The group will present the movie (you may use clips) to the class and then lead a class discussion. Groups are welcome to use outside sources to augment the case study description provided but be careful. The goal is to foster a fruitful discussion of issues germane to leadership and management.
  - Teams will be stopped at the 30 minute point (trust me, it's easy to go long on these). Additionally, each team member will be required to present, so all members of the team will have an opportunity to work on their public speaking skills.
  - All presentations are due to the instructor NLT 1000, mid-November. After the start of the briefings, no changes may be made to the presentations, since they are being graded competitively against each other. This precludes giving an advantage to the later briefers. The order of the briefs will be determined by the instructor based on a random drawing.
- Tests/Examinations (40%). All exams will include True-False and multiple choice questions along with scenario-driven essay questions. The student's familiarity with course material, as well as its application to a real-world situation will determine the exam's grade. All material taught in class or covered in the required reading may appear on an exam. The final will be cumulative. Exams will be closed book and closed notes. Additional details will be discussed in class.
  - Leadership Blog/Discussion (20%). (4 submissions at evenly spaced dates throughout semester)
    - Leadership Blog - Develop a leadership blog. Entries may be in your own, personal format (but must be readable). This will be conducted on Blackboard on line. It will answer questions, get your opinions, can reflect/apply things from the book alone, or even better, apply these ideas to your leadership experiences. What have you learned? What do you need to work on? How will you improve? What is surprising? These are just a few of the things you can "discuss" in your blog. What is your plan, given your life and 2 years or so remaining before graduation to prepare to be a commissioned officer? Why are those the things you decided to work on? Each entry will start with a question to provide a theme in which for you all to discuss. You will be able to review and comment on each other's work so professional conduct is expected.
    - Written communication skills are a fundamental requirement for leadership success in the military. Therefore, proper GRAMMAR and PUNCTUATION as well as correct SPELLING are critical. Your written word will represent you, so always ensure your product is the best you can provide. As a junior officer, your writing will often make the most significant impact on your commanding officer's



impression of you, especially in large commands. Ensure your paper has a point and that it makes that point but does not belabor it. You do not have to be brilliant, just express your ideas clearly, concisely, and with impact!

### GRADING AND EVALUATION

Letter grades will be assigned on a straight 90+ = A, 80+ = B, etc. basis. There is no curving; the grade is a reflection of how much students learned, not how much more or less they learned when compared to other students.

EVALUATION	% of GRADE
Quizzes/Class Participation	30
Oral Presentations/Blog	30
First Exam	20
Final Exam	20
<b>TOTAL</b>	<b>100</b>

### COURSE POLICIES

**Classroom Conduct:** This seminar will be commensurate with a sophomore-level course. The Instructor acts as a facilitator to ensure discussions remain pertinent to the subject matter and that the interaction among students remains on a professional level. Thorough preparation and participation are critical to success, but so are demonstrated respect and consideration for your classmates' views and opinions. Inappropriate behavior or conduct will not be tolerated and can result in dismissal from the course.

Apart from the military courtesies extended to the instructor by the NROTC students, the classroom behavior of all students should be "collegiate," courteous, and respectful. Students are free to interject and question, even without waiting for direct recognition from the instructor (i.e. raising hand and being called upon), so long as the interjection is not unduly disruptive. Both students and the instructor will "police" classroom behavior.

Respect the viewpoints of others. Discussions of controversial subject matter will arise in class. Your candid opinions are required to meet seminar objectives. However, remarks intended to offend classmates, or slurs that target race or religion will not be tolerated. And while students are encouraged to have "thick skins" regarding the viewpoints of others, when remarks create a hostile classroom environment the dialogue suffers. A simple standard will be applied to controversial remarks: Was the intent of the remark to heighten the dialogue?

Any views expressed by the instructor, unless specifically attributed otherwise, should be considered the personal views of the instructor and may not be representative of any official policy or viewpoint of the government, U.S. Naval Services or UMBC.

**Honor Code:** "A midshipman does not lie, cheat, or steal, nor tolerate those who do." All students are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion).

**Attendance:** Your presence at every class session, including discussion sections, is mandatory and expected. Unusual circumstances will be handled on a case-by-case basis. Absences are to be arranged with the Instructor prior to the class session. Subsequent make-up work will be assigned accordingly. If you need to miss class due to illness, or are otherwise unexpectedly detained, you must notify your class leader no later than 15 minutes prior to the beginning of class. An “excused” absence is at the sole discretion of the Instructor. Unauthorized absences will negatively affect your grade.

## COURSE SCHEDULE

The following is a tentative timeline and is subject to change.

Lesson	Date	Topic	Item Due
<b>Section I: Leadership Is A Process, Not A Position</b>			
1		<b>Lesson 1 – Course Introduction and Book Checkout</b> Read: Syllabus	- Blackboard Familiarization - Presentation Signups
2		<b>Lesson 2 – Leadership is Everyone’s Business</b> Read: Chapter 1	
3		<b>Lesson 3 – Leadership Involves Interaction Between Leader, Follower and Situation</b> Read: Chapter 2/MCDP 6, Operation VERBAL IMAGE	
4		<b>Lesson 4 – Leadership Developed Through Education and Experience</b> Read: Chapter 3	Blog Entry 1 due
5		<b>Lesson 5 – Assessing Leadership and Measuring Effects</b> Read: Chapter 4	
<b>Section II: Focus On The Leader</b>			
6		<b>Lesson 6 – Power and Influence</b> Read: Chapter 5	
7		<b>Lesson 7 – Leadership and Values</b> Read: Chapter 6, AFO Chapters 5&8, App 3	Blog Entry 2 due
8		<b>Lesson 8 – Leadership Traits</b> Read: Chapter 7	
9		<b>Lesson 9 – Leadership Behavior</b> Read: Chapter 8, AFO Chapter 3	
10		<b>Lesson 10 – Leadership Skills: Experience, Communication, Listening, Assertiveness, Stress Management</b> Read: MCDP 5	
11		<b>Lesson 11 – Case Study: USS VINCENNES or USS SARATOGA</b> Read: Case Studies <b>Test Review</b>	
12		<b>Exam 1 – Section I &amp; II</b>	

<b>Section III: Focus On The Followers</b>			
13		<b>Lesson 12 – Motivation, Satisfaction and Performance</b> Read: Chapter 9	Blog Entry 3 due
14		<b>Lesson 13 – Groups, Teams and Their Leadership</b> Read: Chapter 10	
15		<b>Lesson 14 – Counseling</b> Read: BUPERS 1601.10B 19.6-19.9	Presentations Due
16		<b>Lesson 15 – Case Study: USS GUITARRO or USS LEYTE GULF or USS SAMUEL B. ROBERTS or USS STARK</b> Read: Case Studies	- Oral Presentations
17		<b>Lesson 16 - Negotiating</b>	- Oral Presentations
18		<b><u>Presentations</u></b>	- Oral Presentations
<b>Section IV: Focus On The Situation</b>			
19		<b>Lesson 17 – Characteristics of the Situation</b> Read: Chapter 11	Blog Entry 4 Due
20		<b>Lesson 18 – Contingency Theories of Leadership</b> Read: Chapter 12	
21		<b>Lesson 19 – Leadership and Change</b> Read: Chapter 13	
22		<b>Presentations</b>	- Oral Presentations
<b>Section V: Problem Solving / Team Building</b>			
23		<b>Lesson 20 – Combat Leadership</b>	
24		<b>Lesson 21 – Case Study: D-DAY or BLACK HAWK DOWN</b> Read: Case Studies	- Oral Presentations
25		<b>Presentations</b> <b>Final Exam Review</b>	- Oral Presentations
26		<b>FINAL EXAM – Cumulative</b>	

## IMPORTANT ACADEMIC POLICIES AND SERVICES

**Disability Services:** UMBC is committed to eliminating discriminatory obstacles that disadvantage students based on disability. Student Support Services (SSS) is designated to receive and maintain confidential files of disability-related documentation, certify eligibility for services, and determine reasonable accommodations. If you have a disability and want to request accommodations, contact SSS in the Math/Psych Bldg., room 213 or at 410-455-2459. If you require accommodations for this class, make an appointment to meet with me to discuss your SSS-approved accommodations, or any other concerns that you have.

**Equity, Diversity, Equal Opportunity, and Affirmative Action:** UMBC provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

**Mental Health and Stress Management:** As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Counseling Center at <http://counseling.umbc.edu/services/>.

**Student Success Center:** UMBC's comprehensive undergraduate academic support program designed to help students reach their academic goals and become independent, lifelong learners. The Learning Resource Center collaborates with students, faculty, staff, and the community to conduct programs that maximize learning success at an honors university.

**Inclement Weather Policy:** Students are strongly encouraged to consult the UMBC Student Handbook and Academic Catalog and the University website for detailed information regarding the above items.

## VALUES STATEMENT

By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping other to commit these acts are all forms of academic dishonesty, and they are reprehensible. Academic misconduct could result in disciplinary action that may include, but not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, the Faculty Handbook, or the Policies section of the UMBC Director.