SR | SUL ROSS
KINESIOLOGY DEPARTMENT

Dr. Hugh Morrissey

Assistant Professor - Kinesiology

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Office Hours:

- Available **by appointment**

- To schedule a meeting, please email or use the online booking link:
  Schedule an Appointment

Course Delivery

> **Format:** Web-Delivered via Blackboard
> All course materials, announcements, assignments, and assessments will be managed through the Blackboard learning platform.

Required Textbook

> **Contemporary Leadership in Sport Organizations** (2nd Edition)
> **Author**: David Scott
> **Publisher:** With HKPropel Access
> **Access:** Available through Sully Shelf with HKPropel online resources

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Course Materials Access – Sully Shelf Program

All required course materials for your classes are provided through the Sully Shelf Book Fee ($250), Sul Ross State University's campus-wide course materials program. This fee is automatically charged to your student account, so no separate purchase is necessary.

For this course, we will be using a **digital eBook** accessed through **BryteWave, powered by RedShelf**. You will receive an email from mailto:donotreply@redshelf.com with instructions and a link to your virtual bookshelf. Follow the directions in the email to access your account. The first time you log in, you will be prompted to "View Course Materials."

If you have questions or need more information:
- Visit the Sully Shelf FAQs: **Access | Lobo Outfitters - Sul Ross State University (bkstr.com),**
- Call the campus store at **(432) 837-8194**
- Or email: sullyshelf@follett.com

Course Description

Sport organizations at all levels face ongoing challenges and complexities that require leaders to be astute data-informed problem solvers, have an exceptional ability to create and implement a shared vision, demonstrate emergent and responsive strategic thinking, and be extraordinarily adaptable. In addition, many believe that long-term organizational success is ultimately achieved through leadership that is also values oriented, authentic, and team-based.

The challenges and opportunities sport organization leaders encounter today are similar in many ways to those for organizations in other industries. However, many aspects of sport organizations, depending on type and level, also continue to present unique leadership challenges. Like organizations in other industries, sport organization leaders must effectively communicate with people. Leaders must also seek to understand and operate effectively within a legal, economic, sociocultural, and political environment. Moreover, like leaders in other industries, sport organization leaders must learn and adapt quickly in an ever-growing technological society.

Leaders of sport organizations assume responsibility for addressing challenges that include:
- Maintain financial solvency or economic visibility in increasingly uncertain circumstances;
- Successfully leading change or being expected to produce a significant organizational turnaround in a short time;
- Effectively navigating an increasingly litigious sport environment (especially in the US);
- Addressing issues of racial and gender diversity, equity, and inclusion;
- Dealing with what many believe to be over commercialization in sport; and
- Navigating carefully through occurrences of ethical misconduct and occasional criminal behavior of employees or athletes.

Given the leadership context provided and the challenges for sport organizations of today, the purpose of this class is to provide an updated contextualized body of information that recognizes historical and foundational leadership concepts while focusing on contemporary leadership thought and practice that will both inform and inspire students and practitioners of sport management.

Marketable Skills – The following marketable skills are met in this course:
- **Collaboration** – Students will engage in professional peer interactions through discussion boards and presentation feedback, simulating leadership collaboration in sport organizations where teamwork, influence, and shared decision-making are essential.
- **Communication** – Through written leadership book reports, recorded presentations, and academic discussions, students will strengthen their ability to clearly and effectively convey leadership concepts, strategies, and decisions to diverse audiences in sport contexts.
- **Critical Thinking** – Students will analyze real-world sport leadership scenarios, including crisis management, diversity initiatives, strategic planning, and global leadership challenges, applying theory to practice and developing evidence-based solutions.
- **Career Readiness** – By exploring contemporary leadership literature, developing personal leadership philosophies, and presenting on practical leadership applications, students will build the knowledge and confidence required for leadership roles in athletic departments, sport organizations, and other professional settings.

Course and Module Objectives

The learning discussions, assignments, and exams in this course are constructed to assess each student's mastery of the following course objectives (CO) through the Module Objectives (MO):

1. Provide introductory and foundational information that will:
   a. Define and describe leadership, including levels of leadership analysis and both classic and contemporary leadership styles
   b. Address how sport organization leaders typically assume both managerial and leadership roles and discuss how these roles differ and are intertwined.
   c. Review the historical foundation and evolution of leadership theory from the academic literature and give examples of how these theories relate to sport situations and issues.
2. Focus on why and how sport leaders should balance the three critical dimensions of leadership: results, relationships, and responsibility; referred to as the three Rs.
3. Focus primarily on the internal elements of personal and organizational leadership, including the concept of emotional intelligence for individuals in leadership roles and the ability to understand, analyze, and build a culture of success.
4. Address common expectations and challenges for sport organization leaders associated with creating a shared vision and understanding traditional strategic planning versus emergent strategic thinking and adaptation.
5. Present foundational theories and contemporary thought for attempting to solve complex organizational and sport industry problems through individual, team-based, and framing approaches to problem solving.
6. Address the three conceptually separate but sometimes simultaneously occurring domains of change, turnaround, and crisis leadership.
7. Focus on critical areas in modern sport organizations that also require astute and insightful leadership to achieve optimal outcomes.
   a. Effectively leading diversity, equity, and inclusion in sport organizations.
   b. Understanding globalization in sport and its influence on leadership thought and behaviors, as well as the competencies that must be developed for effective global leadership.
8. Think more about the process of leadership learning and development.
   a. Recent research and practical recommendations on individual self-directed leadership development, mentoring, experiential-based action learning, and new trends in leadership development through technology-based training media.

Grading Policies

Grade calculation	% of Grade	Grading Scale	
AI Assignments	3 @ 50 = 150 points (15%)	895 or more	A
AI Discussion Questions	2 @ 50 = 100 points (10%)	795-894	B
Midterm/Final Exam	2 @ 75 = 150 points (15%)	695-794	C
Chapter eBook Quizzes	10 @ 20 = 200 points (20%)	595-694	D

Leadership Book Presentation	150 points (15%)	Less than 594	F
Leadership Book Report	150 points (15%)		
Pre-Course Assignments	50 points (5%)		
½ Way Check Leadership Book Report	50 points (5%)	**Total Points = 1000**	

*Letter Grading as per SRSU policy will be used in this course.

Note: Satisfactory progress in the Sports Administration program means a cumulative GPA of 3.0 in all core classes (e.g., everything leading up to the final practicum course). In most cases, this means a 'B' or better in each class is considered satisfactory progress.

TENTATIVE COURSE CALENDAR

Week	Content	Due
1 10/20 to 10/26 **10/22 Last Day for Late Registration & Schedule Changes**	Blackboard • Start Here: Course Information • SRSU BlackBoard Student Support Links • Pre-Course Assignments o Choose Leadership Book	**Sunday 10/26/25** • Introduce Yourself Discussion • Pre-Course Check & Quiz • Choose Leadership Book • Start reading your leadership book • Work ahead to Week 2
2 10/27 to 11/2 **10/27 Last Day to Drop w/out creating an academic record**	Chapter 1 – A Leadership Primer Chapter 2 – Results, Relationships, and Responsibility Chapter 3 – Emotional Intelligence and Leadership Chapter 4 – Building a Culture of Success Chapter 5 – Vision and Strategic Leadership	**Sunday 11/2/25** • Introduce Yourself Responses • eBook Ch. 1-5 • Continue reading Leadership Book • AI Assignment 1
3 11/3 to 11/9	Chapter 1 – A Leadership Primer Chapter 2 – Results, Relationships, and Responsibility Chapter 3 – Emotional Intelligence and Leadership Chapter 4 – Building a Culture of Success Chapter 5 – Vision and Strategic Leadership	**Sunday 11/9/25** • AI Assignment 2 • AI Discussion 1 • **MidTerm Exam (Ch. 1-5)** • Continue reading Leadership Book

4 11/10 to 11/16		**Sunday 11/16/25** • AI Discussion 1 Responses • ½ Leadership Book Report
5 11/17 to 11/23	Chapter 6 – Complexity and Problem Solving Chapter 7 – Change, Turnaround, and Crisis Leadership Chapter 8 – Diversity, Equity, Inclusion Chapter 9 – Globalization and Leadership Chapter 10 – Leadership Learning and Development	**Sunday 11/23** • eBook Ch. 6-10 • AI Assignment 3 • Continue reading Leadership Book
6 11/24 to 11/30 **<u>Last Day to Withdraw 'W' 11/25</u>**	Chapter 6 – Complexity and Problem Solving Chapter 7 – Change, Turnaround, and Crisis Leadership Chapter 8 – Diversity, Equity, Inclusion Chapter 9 – Globalization and Leadership Chapter 10 – Leadership Learning and Development	**Sunday 11/30/25** • AI Discussion 2 • **<u>Final Exam (Ch. 6-10)</u>** • Continue reading Leadership Book
7 12/1 to 12/7	Leadership Book Report and Presentation	**Sunday 12/7/25** • AI Discussion 2 Responses • Leadership Book Report • <u>Leadership Book Presentation</u>
8 12/8 to 12/10	Leadership Book Report Presentation Responses	**Wednesday 12/10/25** • <u>Leadership Book Presentation Responses</u> • Will not take any assignment past 12/10

***Recommend copy/save all discussions from yourself and others, and all submitted work so you can have this material for your COMP exam at the end of the program.

Pre-course Assignments (50 points total).

To ensure a strong and successful start to the course, students must complete the following pre-course assignments:

1. **Syllabus Check & Quiz** – 10 points
   • **Format**: 10 multiple-choice questions, worth 1 point each
   • **Purpose**: This quiz confirms that you have thoroughly read and understood the syllabus, including course policies, expectations, grading structure, and due dates.
   • **Attempts**: Unlimited attempts are allowed; your highest score will be recorded.
   • **Note**: Submission of this quiz indicates that you acknowledge and understand all course expectations as outlined in the syllabus.

2. **Introduce Yourself Discussion** – 20 points total
   • **Initial Post (12 points)**: Write a thoughtful introduction using the provided prompts to share information about yourself, your background, goals, and interest in leadership in sports.
   • **Replies (8 points)**: Respond meaningfully to at least two classmates' introductions (5 points each).
   • **Purpose**: This activity builds class community and helps foster connections in our online learning environment.

3. **Leadership Book Selection** – 20 points
   • **Task**: Choose a leadership-focused book and submit it for approval to Dr. Morrissey.
   • **Guidelines**: Only one student per book. Books are approved on a first-come, first-served basis. If your chosen book is already taken, you will need to select another.
   • **Purpose**: This book will be used for your Leadership Book Report and Presentation later in the course.

Chapter Quizzes (200 Points Total)

To reinforce learning and assess your understanding of key leadership concepts, you will complete a quiz for each of the ten chapters covered in the course.

Quiz Details:

- **Total Quizzes**: 10 (Chapters 1–10)
- **Points per Quiz**: 20 points
- **Question Format**: 10 multiple-choice and/or true/false questions
- **Points per Question**: 2 points
- **Total Points Possible**: 200 points

Quiz Guidelines:

- You will have unlimited time to complete each quiz once started.
- You are allowed three attempts per quiz; the highest score will be recorded.
- You are encouraged to use your e-textbook, PowerPoint slides, and personal notes as references while taking each quiz.

Late Policy:

- <mark>Late submissions will not be accepted under any circumstances.</mark> Please plan accordingly and complete all quizzes by the posted deadlines.

AI Assignments (3 Total – 150 Points)

Throughout the course, students will complete three structured AI-based assignments. These assignments are designed to help you use artificial intelligence tools to analyze leadership concepts, evaluate strategies, and apply them to sport contexts.

General Guidelines:

- Each assignment is worth **50 points**.
- Students will be required to:
    1. Develop a clear prompt related to course content (e.g., leadership strategies, organizational culture, or change management).
    2. Submit both the **AI prompt** and the **AI-generated output** in an appendix.
    3. Critically evaluate the AI's suggestions and integrate only those that align with course theories, readings, and personal insights.
- A written response (minimum **300 words**) must be included for each assignment, reflecting your own analysis, synthesis, and evaluation.
- Grading emphasizes clarity of the prompt, depth of student reflection, integration of AI insights, and professional formatting.

AI Discussions (2 Total – 100 Points)

Students will participate in two AI-supported discussion forums, one covering Chapters 1–5 and the other covering Chapters 6–10. These discussions provide opportunities to explore leadership concepts collaboratively while practicing AI-enhanced analysis.

General Guidelines:

- Each discussion is worth **50 points** (30 points for the initial post, 10 points each for two replies).
- Students will:
    1. Choose from provided prompt options that require AI use (e.g., comparing leadership theories, analyzing challenges, or creating action plans).
    2. Generate an initial post (minimum **300 words**) that integrates both personal insights and AI-generated content.
    3. Include the **AI prompt** and **AI output** in an appendix to their post.
    4. Reply meaningfully to at least **two classmates** with thoughtful engagement that moves the discussion forward.
- Grading emphasizes **quality of original post**, **depth of engagement with peers**, and **integration of AI insights**.

Exams (150 Points Total)

There will be two major exams in this course: the Midterm Exam and the Final Exam.

Exam Details:

- **Midterm Exam**: Covers Chapters 1–5
- **Final Exam**: Covers Chapters 6–10

- **Format**: 75 multiple-choice and true/false questions per exam, worth 1 point each
- **Total Points**: 75 points per exam; 150 points combined
- **Time Limit**: Unlimited time; must be completed in one sitting
- **Attempts**: Only one attempt is allowed per exam
- **Availability**: Exams must be submitted online by Sunday at 11:59 p.m.

Late Policy:

- Exams submitted late will incur a 50% deduction, up to 7 days late.
- After 7 days, no late submissions will be accepted.

Technical Issues:

If you encounter any technical issues (e.g., quiz shuts down, errors occur, submission fails), you must notify the instructor immediately. Failure to report issues promptly may be considered academic dishonesty.

Exam Preparation Tips:

To perform well on your exams, follow these best practices:

1. Create a study schedule and stick to it.
2. Read each chapter thoroughly—do not skim.
3. Take detailed notes and highlight key concepts.
4. Review your notes before taking the exam.
5. Use quizzes and discussions as study tools.

½ Check – Leadership Book Report (50 Points Total)

Students are required to select a leadership-focused book and have it approved by Dr. Morrissey early in the course. Each student must choose a unique leadership book—selections are approved on a first-come, first-served basis.

For this assignment, you will submit a progress draft of your final 5-page minimum Leadership Book Report. This submission should reflect meaningful progress and demonstrate that you are actively engaging with the material.

Guidelines:

- Submit a partial draft of your Leadership Book Report (2 pages minimum)
- Include key themes, leadership concepts, and your initial analysis of the book
- Your draft will be reviewed for content development, clarity, and structure
- Feedback will be provided to help guide and strengthen your final submission

Late Policy:

- This assignment will **not be accepted more than one week late.**
- The purpose of this checkpoint is to ensure that students make consistent progress throughout the course and do not wait until the last minute to complete the final report

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Leadership Book Report (150 Points Total)

You will write a 5-page summary and analysis of your approved leadership book, formatted in APA style. This assignment allows you to explore leadership themes, theories, and applications as presented in your selected text.

Guidelines:

- Minimum length: 5 full pages (not including the title page or references)
- Must follow APA formatting (7th edition), including in-text citations and a reference page
- Your report should include:
    - A summary of the book's key concepts
    - Connections to leadership theories discussed in class
    - Critical analysis of how the book's ideas apply to real-world leadership in sports
    - Personal insights or reflections on the material

This report is a major component of the course and should reflect thoughtful engagement with the content. Strong writing quality, depth of analysis, and proper formatting are expected.

Leadership Presentation (150 Points Total)

You will create and submit a recorded presentation based on the leadership book you selected and analyzed for your Leadership Book Report. This assignment gives you the opportunity to share key insights from your book with your classmates in a professional and engaging format.

Guidelines:

- Your presentation should summarize the book's main leadership themes, relate them to course concepts, and discuss their application in real-world sport leadership contexts
- Include visuals (e.g., PowerPoint slides) to support your presentation
- Presentation should be clear, organized, and professional in tone
- Recommended length: 8–12 minutes
- Accepted recording platforms include: Microsoft Teams, PowerPoint with voiceover, Kaltura Capture, Screencastify, Zoom, YouTube (unlisted), or other approved tools

Submission:

- Presentations will be due during the final week of the 6-week semester
- A discussion board will be provided where students will upload their video or link and respond to peer presentations

This presentation is designed to strengthen your communication skills and demonstrate your ability to synthesize and present leadership concepts in a format suitable for professional settings.

Course Requirements Deadline

To allow adequate time for grading, **all course requirements must be submitted by the final deadline:

- **Wednesday of Week 8 at 11:59 PM (Central Time)**.

Any work submitted after this deadline will not be accepted or counted toward your final grade—no exceptions.

Please ensure all assignments are completed and submitted on time throughout the course.

Late Work Policy

All coursework must be submitted by the deadlines posted in Blackboard. The following policies apply to late submissions:

- **Chapter Quizzes:**
  - ==**No late submissions will be accepted.**==
- **Other Assignments** (Pre-Course Assignments, Discussion Board, Exams, and Book Report/Presentation):
  - **1–7 days late:** 50% deduction
  - **More than 7 days late:**
    - Must receive prior approval from the instructor to be considered for grading.
    - If approved, a minimum 50% deduction will apply.

Note: Extensions are not guaranteed. It is the student's responsibility to communicate proactively if extenuating circumstances arise.

UNIVERSITY POLICIES

Americans with Disabilities Act (ADA Statement)

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities.

It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mary Schwartze, LPC-S, SRSU's Accessibility Services Coordinator or Ronnie Harris, LPC, Counselor, at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartze@sulross.edu or ronnie.harris@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

Required Student Responsibilities Statement

All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by the University rules and regulations. Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all

federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Academic Integrity Statement

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting Timelycare/SRSU. The SR Counseling and Accessibility Services office will continue to offer

in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Libraries

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Tutoring Center
The Lobo Den Tutoring Center offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!
Important Information:
- **Drop-in and Scheduled Appointments:** Flexible options to fit your needs.
- **Hours of Operation:** Monday–Friday, 8:00 AM – 5:00 PM.
- **Workshops:** Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
- **Location:** BWML Room 128.
- **Contact Us:** For more information or to book an appointment, email tutoring@sulross.edu or call (432) 837-8726.
Looking for additional support?
- **Tutor.com** offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.

- **Access Tutor.com via Blackboard:** Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

Accidents & Injuries

In the case of bodily or personal property damage, the Kinesiology Department will not be held responsible. The student must report any field experience related to injury or illness to the instructor immediately. Any expense incurred due to injury or illness will be the student's responsibility.

Academic Civility Statement

Students are expected to interact with professors and peers in a respectful manner that enhances the learning environment. Professors may require a student who deviates from this expectation to leave the face-to-face (or virtual) classroom learning environment for that particular class session (and potentially subsequent class sessions) for a specific amount of time. In addition, the professor might consider the university disciplinary process (for Academic Affairs/Student Life) for egregious or continued disruptive behavior.

Academic Affairs Service Statement

Sul Ross faculty, staff, and students are expected to model responsible citizenship through service activities that promote personal and academic growth while enhancing the university, local, regional, national, and global communities. These activities will foster a culture of academic/public engagement that contributes to the achievement of the university's mission and core values.

Academic Excellence Statement

Sul Ross holds high expectations for students to assume responsibility for their own individual learning. Students are also expected to achieve academic excellence by:

- Honoring the core values of Sul Ross.
- Upholding high standards of habit and behavior.
- Maintaining excellence through class attendance and punctuality.
- Preparing for active participation in all learning experiences.
- Putting forth their best individual effort.
- Continually improving as independent learners.
- Engaging in extracurricular opportunities that encourage personal and academic growth.
- Reflecting critically upon feedback and applying these lessons to meet future challenges.

AI Policy Statement: Sul Ross State University Kinesiology Department

The Sul Ross State University Kinesiology Department is committed to upholding the highest standards of academic integrity and excellence. As artificial intelligence (AI) tools become increasingly accessible, we recognize their potential as valuable resources for learning and innovation. However, it is imperative that students use AI tools ethically and responsibly.

The improper use of AI in assignments, including but not limited to, generating content without proper attribution, submitting AI-generated work as one's own, or using AI tools to circumvent the learning process, constitutes academic dishonesty. Such actions undermine the educational goals of our programs and violate the University's Code of Conduct.

Students found to be improperly using AI for assignments may face severe consequences, including but not limited to receiving a failing grade for the assignment or course. Additionally, such violations will be referred to the Dean of Students Office for further disciplinary action, which may include probation, suspension, or expulsion from the University.

We encourage students to seek guidance from their instructors if they have any questions about the appropriate use of AI in their coursework. Our department is committed to fostering an environment of integrity, where students can achieve their academic and professional goals through honest and meaningful engagement with their studies.