FLORIDA ATLANTIC UNIVERSITY

NEW COURSE PROPOSAL
Undergraduate Programs

Department Business Communications

College College of Business
*(To obtain a course number, contact **erudolph@fau.edu**)*

UUPC Approval 1/26/26
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

Prefix GEB

Number 4033

(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)

Lab Code

Type of Course: Lecture

Course Title: You Got the Job! Advanced Business Career Communications

Credits *(See Definition of a Credit Hour)*: 3

Grading *(Select One Option)*
Regular (●)
Sat/UnSat ( )

Effective Date *(TERM & YEAR)*: Spring 2026

Course Description *(Syllabus must be attached; see Template and Guidelines)*
This highly interactive, multi-workshop based course helps to prepare students for career readiness and advancement in business. Emphasis is placed on applying career development theories, researching professional pathways, establishing your personal brand and developing effective communication skills. Students gain practical experience with online job platforms and AI tools for career growth. Experiential learning topics include interviewing, networking, business etiquette, and optimizing campus career resources to ensure you can successfully land the job you want.

Prerequisites, with minimum grade*
Admission to the College of Business or enrollment in a minor/certificate program.GEB3213/GEB 3231 as prerequisite/co-requisite.

Corequisites
GEB3213 or GEB 3231 as prerequisites/co-requisites

Registration Controls *(Major, College, Level)*

**Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course*

WAC/Gordon Rule Course
☐ Yes ☑ No

WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines.

Intellectual Foundations Program (General Education) Requirement
(Select One Option)

None

General Education criteria must be indicated in the syllabus and approval attached to the proposal. See Intellectual Foundations Guidelines.

Minimum qualifications to teach course
Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field).

Faculty Contact/Email/Phone
Sarah Nielsen nielsens@fau.edu

List/Attach comments from departments affected by new course
N/A

Approved by	*Date*
Department Chair	12/1/2025
College Curriculum Chair	1/20/2026
College Dean	1-22-2026
UUPC Chair	1/26/26
Undergraduate Studies Dean	1/26/26
UFS President	
Provost	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



GEB 4033

You Got the Job! Advanced Business Career Communications

3 credits
Spring/Summer/Fall 20XX
Classroom:

Professor
Office Location:
Office Hours:
Telephone: 561-297-XXXX
Email: abc@fau.edu

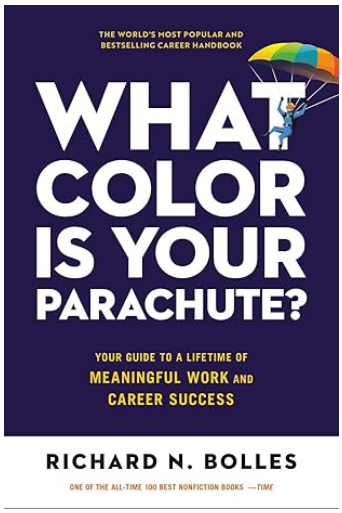
Course Description

This highly interactive, multi-workshop based course helps to prepare students for career readiness and advancement in business. Emphasis is placed on applying career development theories, researching professional pathways, establishing your personal brand and developing effective communication skills. Students gain practical experience with online job platforms and AI tools for career growth. Experiential learning topics include interviewing, networking, business etiquette, and optimizing campus career resources to ensure you can successfully land the job you want.

Instructional Method
Primarily classroom

Prerequisite
Junior standing, admission to the College of Business or enrollment in a minor or certificate program in the College of Business. GEB3213 or GEB3231 as prerequisites/ co-requisites.

Required Text



Bolles, R. (2022). *What color is your parachute? Your guide to a lifetime of meaningful work and career success.* Ten Speed Press. ISBN # 978-1-9848-6120-7

Course Objectives/Student Learning Outcomes

Upon completion of the course, you will be able to demonstrate the following abilities:

1. Apply business career development theories to create a personalized career readiness and advancement plan.
2. Develop a comprehensive self-inventory of goals, skills, and knowledge that aligns with targeted career goals in business and industry.
3. Develop and refine a personal brand, including a résumé, cover letter, and online presence that effectively communicates career identity and competencies.
4. Demonstrate effective business communication skills, both written and oral, appropriate for business and employment contexts.
5. Utilize online job platforms and AI tools to enhance job search strategies, networking, and career growth.
6. Participate in experiential learning activities to strengthen interviewing techniques, networking skills, and professional etiquette.
7. Engage with campus career resources to identify and pursue opportunities for internships, employment, and continued professional development.
8. Assess self- and peer-performance to identify strengths and develop strategies for improvement in career readiness competencies.
9. Through the series of guest speakers and workshop hosts, develop a professional network of contacts

Course Evaluation Method

The following assignments constitute your grade for the course:

Assignments	Percentage of Grade/Points
Semester-long Project, The Flower Comprehensive Self-Inventory (includes 3 writing inventory assignments plus Reflection and Presentation	20%/ 200 pts
Career Development Plan	10%/100 pts
Company and Interview Preparation	10%/ 100 pts
Cover Letter & Resumé	10%/ 100 pts
LinkedIn Profile	10%/ 100 pts
Interview Questions and Big Interview	10%/100 pts
Elevator Pitch (Script and Speech	5%/ 50 pts

LinkedIn Learning Summary Assignment	5%/ 50 pts
Networking and Professional Organizations	5%/ 50 pts
Job Fair and Handshake plus Guest Speaker Assignment	5%/ 50 pts
Professionalism and Business Etiquette Workshop	5%/50 pts.
Peer Reviews of LinkedIn Profile and Interview Question	5%/50 pts
TOTAL:	**100%/ 1000 pts**

NOTE: No extra-credit assignments are given in this class.

Course Grading Scale
The following table provides the grading scale for both individual activities/assignments and for the course. You can check your grades by going to the Grade Center in Canvas. Do not just note the grade; open the rubric **and your actual document** to read my comments. If you still want to discuss your grade, *contact me within seven days*. Do not wait until the end of the semester.

In keeping with University policy, students will be graded on a scale of A through F according to the following schedule. Note: Final grades are not "rounded up." For example, an 89.5% is a B+ instead of an A-

Points / Percentage	Letter Grade		Points / Percentage	Letter Grade
920-1000 / 92%	A		720-779 / 72%	C
900-919 / 90%	A-		700-719 / 70%	C-
880-899 / 88%	B+		680-699 / 68%	D+
820-879 / 82%	B		620-679 / 62%	D
800-819 / 80%	B-		600-619 / 60%	D-
780-799 / 78%	C+		0-599 / 0-59.9%	F

Assignment Descriptions
You will prepare the following graded assignments in this sequence:

Semester-long Project: The Flower writing assignment is a comprehensive self-inventory of skills, goals, and plans in the job search process. Whether you've just had one part-time job or are a mid-career professional, you will find this process of completing each flower petal a rewarding one, both in terms of its breadth of topic coverage and depth of introspection. this inventory starts with your work preferences and ends with your philosophy of life. Throughout the course, a petal of the seven-petal Flower exercise will be completed, culminating in a written reflection of the course experience in which students share their final Flower.

Career Development Plan: This writing assignment is a three-part document on three pages: Short-term career plan, long-term (10+ year) career plan. and backup career plan.
The Short-term (2-3 year) career plan includes courses to be taken, internships/volunteer work to be undertaken, plus student or professional organizations to join. Types of industries and companies are included, plus plans for further education and/or licenses. The Long-term (10+-year) career plan is looking ahead, including strategies to achieve the goal of a "dream job." This includes networking plans, professional organizations, further education or licensing, and ability to relocate. The back-up plan is "Plan B" if the Long-term plan falls through. This plan calls for flexibility and adjustments in goals and targeted jobs, plus, how this plan still satisfies career goals. You must apply one or more career development theories from Walker-Donnelly, K., Scott, D. A., & Cawthon, T.W. (2019). Introduction: Overview and application of career development theories. *New Directions for Student Services, 166,* 9-17.

https://www.researchgate.net/publication/333616025_Introduction_Overview_and_Application_of_Career_Development_Theories

Company Research and Interview Preparation Assignment: You will gain an understanding of companies opportunities for employment. This assignment is divided into two parts: the research of two targeted jobs, and steps to pursuing the jobs. This assignment is targeted for a job or internship you truly want to attain with that company. For Part I. you start by investigating potential job opportunities with companies you would truly like to work for full time or as an intern. Then for Part II, you will write about your plan of steps to get these entry-level positions.

Cover Letter and Resumé: You will write and submit a cover letter and resumé for a position or internship of your choice in the field of business, the same one you researched in the Company Research Assignment noted above. These documents should be formatted correctly, be grammatically correct, and tailored to the targeted job. You will learn how job postings are written from an employer's standpoint, so that you can better customize your resume and cover letter to land that job want. Then learn how to formulate the correct AI prompts to customize your resume and cover letter for that job with correct diction, format, and storyboarding your qualifications to get that recruiter's attention.

Elevator Pitch including Script: In this assignment, you will prepare a 80-150 word script and deliver a :30 second to 1:00 minute elevator speech to promote yourself as an employment prospect to show your value and what you can bring to an organization. This is an essential skill in the networking, interviewing or internship process, and the final version of the Elevator Pitch will be included in the LinkedIn profile described below. Note: correct camera set-up and professional attire are required for the Elevator Pitch.

LinkedIn Profile: You are required to create a LinkedIn account. This will provide a professional online personal brand that potential employers can review. You will identify your past experience, current skills, and summarize relevant qualifications in your career field. The Final Version of their Elevator Pitch will be uploaded to this profile, along with relevant documents, videos, etc. that show employers personal branding. Additionally, writing samples will be uploaded, so that you can start collecting samples of their academic or career-focused work to eventually be part of a professional portfolio, such as a Wix or Canva digital portfolio. This profile will connect you with professionals, alumni and other groups in your chosen career and allow potential employers to easily contact you for interviewing.

LinkedIn Learning:
You will view three videos on topics of your choice and upload proof of completion. If videos offer certifications, then they will also be uploaded. To access these videos, sign in using your FAU NET ID. See directions on this page: **https://www.fau.edu/presdient/blog/linked-learning/**

Networking Assignment: Networking environments will be explored using research from a business communication article. You will perform research on a topic of your choice and post your response to it on your LinkedIn page, then invite a guest, workshop speaker, or other contact to discuss it. This post will also be a topic of class discussion.

Job Fair, Handshake, and Technology Job Platforms: You will learn how to navigate the standard job fair, plus how to connect to employers before you graduate. Additionally, you will be required to attend one Career Center job fair (in-person or virtual) that takes place several times per year. Speakers from the Career Center will introduce you to the career ecosystem to prepare for the workplace, including career-readiness programs and platforms such as Handshake, Indeed, and Glassdoor, plus strategies for cultivating employer relationships. Thus,

you will learn how to navigate and utilize all relevant resources regarding your chosen career path.

Interview Questions and Big Interview: Students will plan written responses to chosen interview questions, then deliver these responses orally in class—and using Big Interview to get AI-feedback. Writing and oral communication skills will be assessed as peers will provide feedback on their classmates' performance on interview questions.

Business Etiquette Workshop: Students will learn how to navigate the business lunch/dinner with C-suite executives, and rules of professional courtesy. They will participate in an on- or off-campus dining establishment to learn about and practice rules of the business meal. They will also answer questions from the Business Etiquette Participants' Guide.

Course Topical Outline
This course averages not less than six hours (two hours for each credit hour) of out-of-class assignments each week for the semester. Out-of-class assignments may include readings, research, homework assignments, research papers, interactive tutorials, study groups, or other activities appropriate for the course.

Weekly assignments listed below are subject to change; please check Canvas in the Weekly Modules for exact deadlines.

Week/ Topics	Readings	Assignments
1: Overview of Career Communi-cation	Robes, M. (2012). Executive perceptions of the top 10 soft skills needed in today's workplace. *Business and Professional Communication Quarterly, 75*(4), 453-465. https://doi.org/10.1177/10805699 1246040	Welcome - Review course expectations, syllabus, assignments, etc. Familiarize yourself with Canvas, links Overview of Career resources including Career 360: https://www.fau.edu/career/360/
2: Career Develop-ment	Bolles text, Chapter 1 (pp. 5-21), Welcome to the Ever-Changing Job Search; and Chapter 2 (pp. 23-35), A Job Search is Hard Work: Here are Ten Ways to Triumph. Zneimer, L. (2025). How to create a career development plan. *Teal.* https://www.tealhq.com/post/career-development-plan Walker-Donnelly, K., Scott, D. A., & Cawthon, T.W. (2019). Introduction: Overview and application of career	Career Development Plan writing assignment due Explore a Forage job simulation: https://www.theforage.com/simulations

	development theories. *New Directions for Student Services, 166,* 9-17. https://www.researchgate.net/publication/333616025_Introduction_Overview_and_Application_of_Career_Development_Theories	
3: Advanced Job Search Process, Part I	Bolles text, Chapter 5 (pp. 97-109).Introduction to the Flower Exercise; and Chapter 6 (pp. 111-113). The Flower Exercise: A Comprehensive Self-Inventory. Company Research: National Center for O*NET Development website: https://www.onetonline.org/ and Bureau of Labor Statistics' Occupational Outlook Handbook website: https://www.bls.gov/ooh/	Company Research Assignment Part I (writing assignment) due
4: Advanced Job Search Process, Part II	Bolles text, Chapter 3 (pp. 37-69), How to Deal with Any Challenges You Have in the Job Search; and Chapter 4 (pp. 71-95), How to Choose a Career, Change a Career, or Find a Job.	Company Research Assignment Part II (writing assignment) due Semester-long Project: Submission #1. Bolles text, Flower Exercise, Petal One: People (complete The Party Exercise on pp. 117-118; plus, prioritizing gride on p. 123). Start your Flower graphic by transferring answers onto Petal One (pp. 186-187). Bolles text, Flower Exercise, Petal Two: Working Conditions (complete Working Conditions on p. 126 plus Prioritizing Grid on p. 127). Fill in Petal Two by transferring your answers here (pp. 186-187).
5: The Cover Letter	Bolles text, Chapter 8 (pp. 211-241), Your Resumé is Already Online. FAU Career Guide (p. 16) https://fau.careercenterguides.com/?v=1.2 FAU Career Center: Resumés and Cover Letters https://www.fau.edu/career/students/resume/	Start your Cover Letter targeted to the job chosen for the Company Research Assignment

6: The Resumé	FAU Career Guide (pp. 13-15) https://fau.careercenterguides.com/?v=1.2	Cover Letter and Resumé (writing assignment) due
7: Elevator Pitch (Script) for LinkedIn Profile	Center for Career Development, Princeton university. (n.d.). *What is an elevator pitch and why do I need one?* chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://careerdevelopment.princeton.edu/sites/g/files/toruqf1041/files/media/elevator_pitch.pdf	Script for Elevator Pitch (writing assignment) due
8: Elevator Pitch (Speech) for LinkedIn Profile	Herrity, J. (2025). How to craft and deliver an effective elevator pitch (with examples). *Indeed.* https://www.indeed.com/career-advice/interviewing/how-to-give-an-elevator-pitch-examples	Elevator Pitch speech, First Version due Semester-long Project: Submission #2. Bolles text, Flower Exercise, Petal Three: Transferable Skills (do Worksheet #1 pp. 140-142; plus, Prioritizing Grid and Building Blocks, pp. 145-146). Transfer answers onto Petal Three (pp. 186-187). Bolles text, Flower Exercise, Petal Four: Knowledges (Complete The Fisher's Net p. 154; plus, Your Favorite Subjects Matrix p. 159). Transfer answers onto Petal Four (pp. 186-187).
9: LinkedIn Profile and Personal Branding	How to get started on LinkedIn. https://www.youtube.com/watch?v=qG4NF-2tt4c FAU Career Center Resources: https://www.fau.edu/career/students/linkedin-resources/	LinkedIn Profile assignment, including Elevator Pitch, Final Version due Peer Review of LinkedIn Profile due
10: LinkedIn Learning	Access LinkedIn Learning: https://www.fau.edu/linkedin-learning/	LinkedIn Learning submissions due
11: Networking and Professional Organi-zations	Columbus Technical College. (2022). *Business etiquette participant guide*. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.columbustech.edu/wp-content/uploads/2022/08/Business-Etiquette_Student-Guide.pdf Business Etiquette Participant Guide Pdf: Module Three:	Networking Post and Discussion due

	Networking for Success (pp. 11-17); and Module Four: The Meet and Greet (pp. 19-23). Clark, T. (2009). Networking: A key to career communication and management consulting success. *Business and Professional Communication Quarterly,* 344-348. https://doi.org/10.1177/1080569909340629	
12: Job Fairs and Handshake	FAU Career Guide (pp. 8; 19; 31-34): https://fau.careercenterguides.com/?v=1.2 Herrity, J. (2025). What to do at a career fair to stand out. *Indeed.* https://www.indeed.com/career-advice/finding-a-job/what-to-do-at-a-career-fair	Job Fair and Handshake Practice due Semester-long Project: Submission #3. Bolles text, Flower Exercise, Petal Five: Salary (Complete the Expenses Chart pp. 165-166). Transfer information on your preferred salary and level of responsibility, Petal Five (pp. 186-187). Bolles text, Flower Exercise, Petal Six: Geography (Complete Geographical Preferences Charts on pp. 170-171 plus Prioritizing Grid, p. 172). Transfer answers on Places to Live and Geographical Factors onto Petal Six (pp. 186-187). Bolles text, Flower Exercise, Petal Seven: Purpose in Life (Write your Philosophy of Life pp. 180-181). Transfer answers onto Petal Seven (pp. 186-187).
13: Interview Questions	Bolles text, Chapter 9 (pp. 243-277). Fifteen Tips About your Job Interview. Interview Questions Handout	Interview Question (writing assignment) plus oral interview question responses in class, due
14: Big Interview	Ganguly, S. (2017). Understanding nonverbal cues: A key to success in interviews. *The IUP Journal of Soft Skills, 11*(2), 62-72. Available at SSRN: https://ssrn.com/abstract=3215130 FAU Career Guide (p. 18) https://fau.careercenterguides.com/?v=1.2 FAU Big Interview User Guide https://fau.biginterview.com/	Big Interview Submission (oral responses to interview questions) and Peer Review of Interview Responses due

15: Profession-alism and Business Etiquette	Glassdoor. (2019). *A guide to professionalism in the workplace*. https://www.glassdoor.com/blog/guide/a-guide-to-professionalism-in-the-workplace/ Business Etiquette Participant Guide Pdf: Module Two: Understanding Etiquette (pp. 8-10); Module Five: Dining in Style (pp. 24-28); Module Six: Eating Out (pp. 30-33); and Module Ten: Dressing for Success (pp. 48-51).	Business Etiquette Workshop (on- or off-campus dining workshop) Also due: (writing assignment): Business Etiquette Participants Guide pdf: Etiquette Quiz Questions: Module Two (p. 10), #1-4; Module Five (pp. 28-29), #1-8; Module Six (pp. 33-34), #1-8; and Module Ten (p. 51), #1-6.
16: Final Week	Bolles text, Chapter 7 (pp. 189-209), You Get to Choose Where You Work	Semester-long Project: Submission #4. Bolles text, Completed Flower (pp. 186-187). Handwrite your answers on each of the seven petals and submit a screenshot, or in MS Word, go to Insert > SmartArt > Cycle > Hexagon Radial as the one that's closest to the Flower graphic. Type in your answers on each of the seven petals and submit it as an MS Word document. Flower Exercise Reflection of Process and Product: Show-and-Tell Completed Flower Oral Presentation.

Policy on Tests, Attendance, Late Work, and Incompletes

Tests
This course will have skill-building activities but does not have mid-term or final exams.

Attendance
This course also serves as an introduction to the professional world. Thus, you are expected to arrive to class promptly, attend the duration of each class (e.g., not leave class regularly), and most importantly, fully and actively participate in class, including listening to lectures and discussions and contributing to discussions and small group work. Attending all class sessions will help you succeed in this course; missing more than three (3) class sessions will negatively affect your academic performance and may result in not passing this course. Positive participation includes completing all work on time, being fully prepared, and actively participating in the class discussions. Attendance and participation in class is mandatory.

Absences: Class activities and any assignments are written in each weekly Module in Canvas; still, you may miss something very important and worth points during your absence, so always email me if you are absent. Assignments must be submitted on their due date—even if you miss class. If an assignment was given, you are expected to submit it on time and come to the next class prepared.

The only justifiable reasons for absences are (a) hospitalization or death in family, (b) religious holidays, (c) military service, (d) university-approved activities, and (e) legal proceedings/jury

duty. Note that computer or Internet issues and overloads at work are not justifiable reasons. Please note that any other reason for an absence not included in (a) through (e) above will result in point deductions. For all reasons (a) through (e), documentation must be produced in writing. After verification, a reasonable allowance will be given for make-up without point deductions. Without verification or in the absence of documentation for the above reasons (a) through (e), absence point deductions will apply.

Assignment Submissions: It is your responsibility to ensure that assignments are submitted correctly in Canvas. For assignments submitted to the Assignments Dropbox, Canvas will indicate "Submitted!" with a check mark. Note that Canvas Support cannot help you prove that you submitted an assignment at a certain day/time. For this reason, never change or edit a document after you have "saved" and submitted it in case you need to prove that you completed it on time. Do not write in the Comments section of the Gradebook or underneath annotated comments on your document; instead, contact me to discuss your grade in person or online. Never change or edit a document after you have "saved" and submitted it in case you need to prove that you completed it on time. Go to **File** > **Info** > **Last Modified** to determine your submission time, as that date/time will be used as your submission time. Do not write in the comments section of the gradebook for any grade as there are no notifications for me; instead, contact me via email. Do not email me any documents; always submit your work via Canvas.

University Attendance Policy. Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Late Assignments
All Dropbox assignments and revisions are due on or before the date specified. If the Dropbox assignment is submitted late—even one minute late--its grade will be reduced by 5% of the total available points for each 24-hour period following the due date. Late Dropbox assignments will not be accepted after 5 days. If you have a justifiable reason for lateness as outlined above in (a) through (e), then lateness point deductions will not apply. Note that computer or Internet issues and overloads at work are not justifiable reasons for late work.

Incompletes
We do not issue incompletes for this class except in extreme and rare circumstances (e.g., hospitalization). Documentation will be required. To receive an "I" under these circumstances, you must be passing the course with only the final assignment(s) remaining and must make up the work in a specified time, which will be within the next semester. If the work is not completed satisfactorily by the designated time, the "I" will automatically become a "U.
http://www.fau.edu/academic/registrar/FAUcatalog/academics.php

Classroom Etiquette Policy
Professional behavior is expected at all times whether in the classroom, synchronous class sessions or office visits, group meetings with classmates, or videos you prepare for assignments. Professional behavior includes being well-groomed and appropriately dressed, never using offensive language, and treating others with respect.

All communication (email, texts, calls, threaded discussions, etc.) with both the instructor and other students should be respectful and professional at all times. Disruptive behavior is defined in the FAU Student Code of Conduct as *"... activities which interfere with the educational mission within classroom."* Students who behave in the "virtual" classroom such that the educational experiences of other students and/or the instructor's course objectives are disrupted are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include, but is not limited to, inappropriate writings or recordings, such as use of profanity or personal remarks directed towards others, or other violations of an instructor's expectations for professional, virtual classroom conduct.

Policy on the Recording of Lectures
Per new Florida Statute (2021): Students enrolled in this course may record video or audio of class lectures 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 students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or 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 and/or the Code of Academic Integrity.

Counseling and Psychological Services (CAPS) Center
Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Disability Policy
In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Web Assistance
This course uses Canvas for web-assistance. This platform will be used to augment classroom activities and to help you interact with one another and with me throughout the semester. You will also use Canvas "Assignments" to submit your assignments and pick up the evaluated assignments. For help with Canvas, call the number below; they are available around the clock.

Canvas Support Hotline (Students)
1-855-691-7827

FAU's Office of Information Technology provides technical support from its website at http://www.fau.edu/oit/

Be sure to check your FAU email address and Canvas daily. I'll be using it to contact you

throughout the semester. If you forward your FAU email to your personal email account, you may not receive all FAU messages.

Additional Technical Support

1. Contact the eLearning Success Advisor for assistance: 561-297-3590
2. If you can, take a Print Screen image of the monitor when the problem occurs. Save the image as a .jpg file.
3. Complete a Help Desk ticket. Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information to assist you properly. The process includes the following steps:
    a. Select "Canvas (Student)" for the Ticket Type.
    b. Input the Course ID.
    c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
    d. Attach the Print Screen file, if available.
4. If you do not hear back from a Help Desk representative in a timely manner (48 hours), it is your responsibility to follow up with an appropriate staff member until a resolution is reached.
5. Once you have submitted a Help Desk Ticket, inform your instructor. Include all pertinent information of the incident (steps 3b-d above). Keep your instructor informed of the status.

Remediation Requirement

Students who do not demonstrate satisfactory writing or speaking skills in their assignments will be required to seek tutorial help and/or attend Toastmasters; if these skills do not rise to an acceptable level by the end of the semester, they will be required to repeat the course.

Code of Academic Integrity

Students found to be submitting work that is not their own will be deemed in violation of the University's honor code discussed below.

The following actions violate academic integrity:

1. Turning in someone else's work
2. Having someone else write or rewrite your work for you
3. Completing someone else's work for him or her
4. Providing your work to someone else, giving him or her the opportunity to copy it
5. Citing secondary sources as primary sources
6. Copying passages or words/phrases word-for-word without using the necessary quotation marks (this is plagiarism regardless of whether it's cited or not)
7. Paraphrasing ideas or borrowing the basic organization and structure from sources without providing proper documentation (Be sure paraphrasing is a restatement in your own words and form and is not just a slight alteration of the source material.)
8. Submitting the same paper to two different courses without prior approval from the professor for the second course (includes assignments written for this course if you've taken it before)
9. Using Artificial Intelligence (AI) sources such as ChatGPT; more information on usage of this tool will be discussed in class with a document that details penalties for its usage.

You are responsible for ensuring that none of your academic work violates academic integrity. Such violations are serious offenses and may result in your receiving a "0" for the assignment and a "U" in the course and whatever other disciplinary action is allowed by the College and University (e.g., dismissal from your program).

Anti-Plagiarism Software. Written components of any assignment or project will be submitted to anti-plagiarism software to evaluate the originality of the work. Turnitin, a plagiarism detection

service, will be used along with other means for detecting plagiarism for any papers submitted to this course. Turnitin also detects usage of AI (Artificial Intelligence) such as Chat GPT, with penalties for usage, including receiving a "0" for the assignment. **NOTE: Unless specifically allowed for an assignment, the use of AI (Artificial Intelligence) such as Chat GPT for any assignments including papers, reports, PowerPoints, Discussions, etc. is strictly prohibited and will result in receiving a "0" for that assignment without the chance to re-submit that assignment.**

College of Business Minimum Grade Policy Statement
The minimum grade for College of Business requirements is a "C." This includes all courses that are a part of the pre-business foundation, business core, and major program. In addition, courses that are used to satisfy the university's Writing Across the Curriculum and Gordon Rule requirements also have a minimum grade requirement of a "C." Course syllabi give individualized information about grading as it pertains to the individual classes.

Counseling and Psychological Services (CAPS) Center
Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Disability / Accessibility Policy Statement
In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow all SAS procedures. Their web site is: https://fau.edu/sas.

Religious Accommodation Policy Statement
In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices, observances, and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. For further information, please see FAU Regulation 2.007 at: FAU Regulation 2.007.

University Approved Absence Policy Statement
In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student's responsibility to notify the course instructor at least one week prior to missing any course assignment.

Required Technological Skills and Software

- Basic Skills in computer use;
- Most written coursework must be submitted in MS Word (.docx) for papers and MS PowerPoint (.pptx) for presentations; all other formats (.pdf, Google Drive, .key, and so on) will not be accepted.
- Camera or Webcam for Zoom consultations
- Access to the Internet
    - Recommended: Broadband (high-speed) Internet connection with a speed of 4 Mbps or higher

    - To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- Basic Canvas LMS skills
- Reliable web browser (recommended Chrome or Firefox)
- Mobile App: Instructions on how to download the Canvas App on an iOS device or Android device.
- A backup option should be available to minimize the loss of work, such as an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

FAU AI Preamble:

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work. FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment.

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the Florida Atlantic Code of Academic Integrity, Regulation 4.001.

Proper Citation:

If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit our Proper AI Citation for best practices.

CLASS POLICY:

The use of AI to assist in work assigned in this specific course is permitted only for specific assignments as indicated by the instructor. Use must be properly documented and cited per instructor guidelines.