



Saybrook Mission

Saybrook University relentlessly pursues a socially just, sustainable world by educating humanistic leaders who transform their fields and communities.

Course Syllabus

Course ID and Title

ORG 7074 - Present Issues in Sustainability

Prerequisite

N/A

College

College of Integrative Medicine and Health Sciences

☐

College of Social Sciences

☒

Department

Applied Psychophysiology

☐

Business Administration,
Management and Leadership

☒

Clinical Psychology

☐

Mind-Body Medicine

☐

Counseling

☐

Psychology

☐

Integrative and Functional Nutrition

☐

Research

☐

Integrative Social Work

☐

Transformative Social Change

☐

Year: 2024

☐ Fall A ☐ Fall B ☐ Fall A/B
☐ Spring A ☐ Spring B
☒ Spring A/B ☐ Summer

Course Length

☐ 7 weeks ☐ 8 weeks
☐ 12 weeks ☒ 15 weeks

Credits

☐ 1 ☐ 2 ☒ 3

Course Faculty

Name

Email Address

Section ☐ 1 ☐ 2 ☐ 3

Dale Gooden, Ph.D.

dgooden1@saybrook.edu

Office hours are posted online.

Catalog Course Description

This is the introductory course to the sustainability suite in the Organizational Systems Program. It is intended for all students wishing to pursue the implications for the present state of affairs around the world with respect to challenges to our global ecosystems and the consequences of social injustices for our collective future. The course explores the intricate links among economic activity, social dynamics, and the natural environment. Students will learn to describe ways in which organizations of all kinds can more effectively address these interactions.

Course Learning Outcomes

CLO 1	Identify and assess major challenges and threats to global ecosystems, such as climate change, biodiversity loss, resource depletion, and pollution, within the context of current sustainability issues.
CLO 2	Analyze and evaluate the critical decisions faced by global leaders in relation to sustainability, global climate change, and corporate social responsibility.
CLO 3	Explore and evaluate the ethical considerations and social justice implications encountered by businesses, governments, and civil society organizations when addressing present sustainability challenges.
CLO 4	Demonstrate proficiency in critically reviewing, analyzing, and synthesizing current research on issues in sustainability to inform the development of further research, supported by the creation of a comprehensive literature review relevant to chosen sustainability issues.
CLO 5	Assess the effectiveness of existing policies, regulations, and initiatives at local, national, and global levels in fostering sustainable practices and advancing social justice.

Course Delivery Mode (Check all that apply)

☒ Canvas ☐ Residential Component ☐ Residential Only ☐ Individually Mentored

Relationship of the Course to the Saybrook Mission

This is a required course for the Ph.D. in Managing Organizational Systems and an elective/substitution course within the DBA degree program. It reflects core Saybrook humanistic values and skills. In the Saybrook University tradition, this course enables students to

- critically reflect upon and explore scholarship and practical wisdom in supporting leadership,
- examine diverse perspectives and inclusivity of the people of organizations and communities,
- openly and respectfully demonstrate and teach skills in dialogue and staff and team engagement, and
- explore different approaches to authentic and meaningful operations in a complex global world.

It helps students to understand and identify and develop their own values, vision, brand, strengths and challenges in order to become effective leaders who are able to support healthy, just, and sustainable human systems.

Final Course Grade

Saybrook University employs two grading options for students with related quality points: A credit/no credit system or letter grades. Students must choose their grading options prior to the completion of their first semester and are not able to change it after grades have been posted. Certain courses (such as dissertation, internship, or practicum courses) may be indicated as Pass/No Pass courses. Students cannot choose a Pass/No Pass option as this grading option is specific to the course.

This course utilizes the following grading option:

☐ Letter Grades or ☒ X Credit/No Credit ☐ Pass/No Pass

In all courses, students must achieve 80% of all graded assignments in order to pass the course.

For further information on the Grading Scale, including Incompletes and Withdrawals, please review the [Academic Catalog](#).

Range	Letter Grade	Credit/No Credit Grade	Pass/No Pass Grade
93% - 100%	A	CR (Credit)	P (Pass)
90% - 92%	A-	CR (Credit)	P (Pass)
87% - 89%	B+	CR (Credit)	P (Pass)
83% - 86%	B	CR (Credit)	P (Pass)
80% - 82%	B-	CR (Credit)	P (Pass)
Less than 80% (no credit earned)	C	NC (No Credit)	NP (No Pass)

Writing Style Expectations

- ☒ Follow current APA guidelines for all papers
☐ Saybrook Handbook of Format and Style

Required Readings and Resources

Note: Additional required resources will be listed in the weekly overview.

Open Educational Resources from Saylor Academy's BUS604: Innovation and Sustainability course will be used and accessed in Canvas.

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A \$19.25 coursepack From Harvard Business Publishing containing a case and a simulation:

Gundling, E. (2021). Fish friendly farming: Water, wine, and fish - Sustainable agriculture for a thirsty world. Harvard Business Publishing.

Rogmans, T. (2021). Sustainability management simulation: Net zero. Harvard Business Publishing.

Description of Assignments and Course Grading

Type of Assignment	Points	Points
Webinar participation (14)	10 pts. each	140
Discussion forum posts (11)	10 pts. each	110
Writing assignments and Simulation (7)	100 pts. each	700
Final Paper	100 pts.	100
TOTAL		1050

Detailed Course Schedule

Week & Focus	Learning Outcome	Reading & Resources	Assignments
Week 1: Introduction and Overview of Current Issues in Sustainability	1, 4, 5	<ul style="list-style-type: none"> Module 1 – Open Educational Resources on an introduction to Current Issues in Sustainability (in Canvas): <ul style="list-style-type: none"> What is Sustainability? Global Climate Change Energy Global Supply Chains Water and Natural Resource use Sustainable Agriculture Policy (US vs. Europe) Politics Reporting and Transparency Social Equity and Human Rights Circular Economy and Resource Efficiency Environmental, Social, and Governance (ESG) factors Corporate Social Responsibility 	Zoom Webinar #1 Monday, 1/8/24 4-5:00 pm PT Reading & Resources – please remain current.
		Based on the list above and/or topics discussed in class, select a topic that most interests you and perform a library database and Internet search on the topic. After reading some findings from both venues, briefly explain the topic and why it interests you. Are there organization supporting this topic, hurting this topic? Is this a local issue, political issue, social issue, global issue? What is currently being done locally and/or globally to address this issue? Is it enough? What worries you the most about what you have learned about this issue?	Assignment #1 Discussion Post: Introduce yourself due on Sunday, 11:59 pm PT

Week 2: Further exploration of Current Issues in Sustainability	1, 2, 3, 4	<ul style="list-style-type: none"> • Module 1 Open Educational Resources. • Library Search Based on your library search last week, and any additional searching necessary, post the pdf of one article you found that was particularly interesting to your topic. Provide a brief overview of your topic, an overview of the article selected, and discuss what you found interesting.	No Zoom Webinar (#2) this week due to the holiday Monday, 1/15/24 Discussion Post #1: Initial post due on Sunday, 11:59 pm PT
Week 3: Sustainability innovation, systems thinking and a circular economy.	2, 4, 5	<ul style="list-style-type: none"> • Module 2 – Open Educational Resources. <ul style="list-style-type: none"> ○ Sustainability innovation ○ Systems thinking for sustainable solutions ○ Circular economy <ul style="list-style-type: none"> ▪ What is Nam? Read about Nam https://nammushroom.com/pages/sobre-nos ▪ Watch this video from Nam's founder: https://youtu.be/Ni-uUR_UOqM ▪ Circular Business Models: https://www.youtube.com/watch?v=-lZryF_MG-F8 Identify a brand or company that claims to operate or support a circular economy. Do not duplicate brands or companies that have already been posted about. The first student to post about a given brand or company will have dibs. In your discussion post, critically analyze and validate claims made by brands and companies about operating within or supporting a circular economy. Consider the following: Do they include detailed information and data in their sustainability reports to back up their circular economy claims? Have they earned any related third-party certifications? Are they partnering in this initiative, how is the supply chain included, or not? Any media reports – are there balanced third-party assessments of the company's circular claims in media reports and/or sustainability publications? What are their peers doing?	Zoom Webinar Monday, 1/22/24 4-5:00 pm PT Discussion Post #2: Initial post due on Sunday, 11:59 pm PT

<p>Week 4:</p> <p>Global climate change and Energy</p>	<p>1, 2, 3, 4, 5</p>	<ul style="list-style-type: none"> • Module 3 – Open Educational Resources. <ul style="list-style-type: none"> ○ Global climate change <ul style="list-style-type: none"> ▪ Scientific consensus, greenhouse gas emissions, impacts and threats, climate policies, role of fossil fuels, clean energy transitions ○ Energy <ul style="list-style-type: none"> ▪ Renewable energy systems, energy efficiency, electrification, energy access and equity, geopolitics of energy <p>Develop a short (2-3 page) review of literature based on global climate change. Use the library database to find research articles, but you may need to use a regular Internet search to be able to find references to news articles and popular/business magazines.</p> <p>In your literature review, make sure to:</p> <ul style="list-style-type: none"> • Provide an overview on global climate change based on your research. • Synthesize findings from multiple sources to identify key trends and consensus views on climate change causes, impacts, and/or solutions. • Properly cite and reference all sources using APA style formatting. • Maintain an objective tone and critically analyze the information you find. <p>The goal is to demonstrate your ability to find, synthesize, analyze, and properly reference literature on global climate change from both academic and mainstream publications.</p> <p>Based on your review of literature, post the pdf of one article you found and used that was particularly interesting to you. Discuss what you found interesting.</p>	<p>Zoom Webinar Monday, 1/29/24 4-5:00 pm PT</p> <p>Assignment #2</p> <p>Discussion Post #3: Initial post due on Sunday, 11:59 pm PT</p>
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Week 5: Global supply chains and supply chain sustainability (SCS)	2, 4, 5	<ul style="list-style-type: none"> Module 4 – Open Educational Resources. <ul style="list-style-type: none"> Sourcing, manufacturing, distribution, consumption, traceability, sustainability standards, supply chain transparency and reporting State-Sustainable-Supply-Chains-MIT-CSCMP.pdf Review the MIT report on the State of Supply Chain Sustainability 2021. Select one or more items from the report you found interesting and discuss it from a sustainability leadership perspective.	Zoom Webinar Monday, 2/5/24 4-5:00 pm PT Discussion Post #4: Initial post due on Sunday, 11:59 pm PT
Week 6: Water and natural resources	1, 2, 3, 4, 5	<ul style="list-style-type: none"> Module 5 – Open Educational Resources. <ul style="list-style-type: none"> Water scarcity and stress, water management, biodiversity, land use, resource extraction, sustainable resource management Develop a short (2-3 page) review of literature based on any water or natural resource topic of interest to you. Use the library database to find research articles, but also use a regular Internet search to find references for two to three companies that are engaging in water or natural resource conservation. Based on your review of literature, post the pdf of one article you found and used that was particularly interesting to you. Discuss what you found interesting.	Zoom Webinar Monday, 2/12/24 4-5:00 pm PT Assignment #3 Discussion Post #5: Initial post due on Sunday, 11:59 pm PT

<p>Week 7:</p> <p>Sustainable agriculture</p>	<p>1, 2, 5</p>	<ul style="list-style-type: none"> • Module 6 – Open Educational Resources. <ul style="list-style-type: none"> ○ Industrial vs sustainable farming, regenerative agriculture, agroforestry, local food systems, organic farming, food waste • Case Study: Gundling, E. (2021). Fish friendly farming: Water, wine, and fish - Sustainable agriculture for a thirsty world. Harvard Business Publishing. <ul style="list-style-type: none"> ○ A video overview of the work of FFF done by an independent film producer can be found on the home page of its website: http://fishfriendlyfarming.org/ ○ A useful interview of Laurel Marcus: https://www.youtube.com/watch?v=WvoINxUWCs ○ Another third-party discussion of what FFF is and includes interviews with Tom Gore of Constellation Vineyards: https://www.youtube.com/watch?v=ET5k2Nvggyo ○ A useful discussion by the Sierra Nevada Conservancy and interview with Boeger Vineyards: https://www.youtube.com/watch?v=LnljuCXSZ • Read the case and watch the associated videos listed above. <p>Based on all the material available for the case, discuss the primary benefits that FFF project provides to farmers? To regulators?</p>	<p>Zoom Webinar Monday, 2/19/24 4-5:00 pm PT</p> <p>Discussion Post #6: Initial post due on Sunday, 11:59 pm PT</p>
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Week 8: Sustainable agriculture	1, 2, 3, 5	<ul style="list-style-type: none"> Module 6 continued Case Study: Fish friendly farming: Water, wine, and fish - Sustainable agriculture for a thirsty world 	Zoom Webinar Monday, 2/26/24 4-5:00 pm PT
		Based upon the reading and any additional materials provided, write up an analysis of the Fish Friendly Farming case to illustrate how environmental stewardship can be compatible with successful agricultural practices, under the right circumstances. Prepare the case in paragraph form addressing the 9 discussion questions provided (DO NOT just answer these questions as provided, present the answers to these questions in a case analysis format).	Assignment #4
		Based on all the material available for the case, discuss why FFF has been successful.	Discussion Post #7: Initial post due on Sunday, 11:59 pm PT
Week 9: Sustainability policies, and practices	2, 4, 5	<ul style="list-style-type: none"> Module 7 – Open Educational Resources. <ul style="list-style-type: none"> Reporting and Transparency Comparisons between US and EU sustainability policies, role of governments, climate policy, Sustainability Frameworks and Certifications 	Zoom Webinar Monday, 3/4/24 4-5:00 pm PT
		What drives companies and industries to adopt voluntary sustainability frameworks like the UN Sustainable Development Goals? What about the Global Reporting Initiative (GRI)? Discuss policy differences between the US and the EU in relation to the GRI.	Discussion Post #8: Initial post due on Sunday, 11:59 pm PT

Week 10: Social equity and human rights	2, 3, 4, 5	<ul style="list-style-type: none"> Module 8 – Open Educational Resources. Environmental justice, income and wealth inequality, fair wages and labor rights, gender equity, indigenous rights, access and disability rights, racial justice, human rights Develop a short (2-3 page) review of literature based on any social equity or human rights topic. Use the library database to find research articles, but also use a regular Internet search to find references for two to three companies that are actively promoting social equity and/or human rights. Based on your review of literature, post the pdf of one article you found and used that was particularly interesting to you. Discuss what you found interesting.	Zoom Webinar Monday, 3/11/24 4-5:00 pm PT Assignment #5 Discussion Post #9: Initial post due on Sunday, 11:59 pm PT
Week 11: Sustainability leadership	2, 4, 5	<ul style="list-style-type: none"> Module 9 – Open Educational Resources. <ul style="list-style-type: none"> Environmental justice, income and international organizations, regional organizations, local communities, ethics The United Nations Sustainable Development Goals (SDGs) aim to address major global challenges such as poverty, inequality, climate change, and environmental degradation by 2030. However, achieving these ambitious Global Goals requires unprecedented levels of international cooperation between governments, businesses, and civil society. Discuss the following: <ul style="list-style-type: none"> What are some key challenges in getting nations and businesses worldwide to align to the UN Sustainable Development Goals? What strategies have you seen businesses successfully apply to positively influence governmental policies related to social and environmental sustainability? Overall, how optimistic, or pessimistic are you about the world's ability to achieve the SDGs by 2030? Justify your perspective. 	Zoom Webinar Monday, 3/18/24 4-5:00 pm PT Discussion Post #10: Initial post due on Sunday, 11:59 pm PT



Week 12: ESG and Corporate Social Responsibility	1, 4, 5	<ul style="list-style-type: none"> Module 10 – Open Educational Resources. <ul style="list-style-type: none"> Diversity, equity & inclusion, biodiversity, sustainable finance, greenwashing, credible and measurable material sustainability factors, assurance, standardization, the political environment of ESG <p>Develop a short (2-3 page) literature review focused on an ESG (environmental, social, governance) theme of your choice (such as climate risk, human rights in supply chains, sustainable finance, or diversity in the workplace) or on ESG trends and/or insights in general. Use the library database to find research articles, but also use a regular Internet search to find two to three companies that are that are engaging in ESG activities.</p> <p><u>Begin Working on Final Paper</u> Incorporating and expanding on the work you have already completed in assignments 2, 3, 5 and 6, prepare a review of literature <u>Final Paper</u> of 12 – 15 pages. The topic of the paper is <u>Current Issues in Sustainability</u>.</p>	Zoom Webinar Monday, 3/25/24 4-5:00 pm PT Assignment #6
Week 13: Sustainability Management Simulation	1, 2, 3, 4, 5	<ul style="list-style-type: none"> Continue Working on Final Paper Rogmans, T. (2021). Sustainability management simulation: Net zero. Harvard Business Publishing. participants will experience that: <ul style="list-style-type: none"> Making large cuts in greenhouse gas emissions is challenging for companies, but possible. Reducing corporate emissions does not need to go at the expense of business performance and can help to reduce costs and increase revenues (i.e., there is a business case for sustainability). Choosing the right emission reduction strategies requires managers to think through all the consequences of their decisions and to prioritize. Not all initiatives that look "green" have a significant impact on emissions. Corporate emission reduction efforts benefit from the involvement of employees, customers, and suppliers. Sustainability performance measurement and analysis is critical to achieving results. 	Zoom Webinar Monday, 4/1/24 4-5:00 pm PT Simulation – Assignment #7

Week 14: Putting it all together.	1, 2, 3, 4, 5	Complete work on your Final Paper.	Zoom Webinar Monday, 4/8/24 4-5:00 pm PT Final Paper due on Sunday, 11:59 pm PT
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Week 15: Wrapping up!	1, 3, 5	<p>Complete final discussion post tonight.</p> <p>As we conclude this course on present issues in sustainability, reflect on the topics and concepts you found most meaningful over the past 14 weeks. Consider and address the following:</p> <ul style="list-style-type: none"> • What sustainability-related issue resonated with you the most and why? • Has your perspective or understanding changed throughout the course? If so, how? • What is one sustainability topic or problem you want to continue learning about or will take action on? Why does it compel you? • How might you apply what you learned to make more informed choices or engage with sustainability challenges in your school, community, career, or as a consumer? • What remains unclear or what questions remain unanswered for you when it comes to understanding and advancing sustainability? 	<p>Zoom Webinar Monday, 4/15/24 4-5:00 pm PT</p> <p>Discussion Post #11: Initial (and only) post due on Monday, 4/15/24 by 11:59 pm PT</p>
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WEEKLY READINGS & OTHER RESOURCES

You are required to read all assigned readings and watch all assigned videos for each week. These resources are applied in the conversations in the weekly webinars. (Weeks 1-15).



WEEKLY DISCUSSION POSTS – (10 POINTS EACH)

Discussion posts are intended to provide opportunities for students to interact with each other, the content, and the instructor. They are intended to facilitate reflection and invoke higher-order thinking. Please refer to the prompts for the discussion posts in Canvas.

Initial posts are to be substantive (usually 300 – 400 words for this assignment). Only include APA style in-text citations (and references at the bottom of the post) when referring to outside ideas and thoughts that are not your own. However, the goal of these assignments is for you to offer thoughtful in-depth reflections and responses, and apply knowledge in a practical and meaningful way, so citations are not required or expected in discussion posts.

Initial discussion posts are due weekly with response posts due the following week. The instructor will post any responses to initial posts by Tuesday after initial posts are due.

Discussions are intended to facilitate reflection and invoke higher-order thinking. Consider these ideas to shape your response:

- a. Share how your response resembled or differed from others.
- b. Raise questions about the thoughts of others.
- c. Constructively disagree by building an alternative argument.
- d. Share resources that are relevant to the other points of view.

Criteria	Developing	Demonstrates proficiency	Exemplary work
Criterion 1 Participation in discussion	Participation in the forum is minimal, offered no new information, or provided minimal or no response to classmates.	The student contributed minimally to the discussion or provided minimal responses to the posts of other classmates.	The student thoughtfully answered the discussion prompt completely including analysis of the application and consequences of the recommendation or call to action as well as engaged in dialogue with classmates.
Points	[0-6]	[7-8]	[9-10]

WEEKLY WEBINARS (10 POINTS EACH)

Webinar Participation

The purpose of the webinars are to discuss content, review material, engage in activities and/or reflect on the theory and practical application of content with the class. Each session is also intended to review and address any questions about the assignments and other issues of benefit to the group. Webinars are mandatory.

Class will meet weekly for one hour to discuss content, review material, engage in activities and/or reflect on the theory and practical application of course content. A maximum of three missed webinars can be made up.

Attendance/participation rubric

Criteria	Developing	Demonstrates proficiency	Exemplary work
Criterion 1 Webinar attendance	Webinar missed and not made up.	Webinar missed but made up by reviewing recording and writing a short summary.	Attended.
Points	[0]	[1-4]	[5]
Criterion 2 Participation	Was not prepared for the class discussion.	Participated in the discussion and gave evidence of having done the reading(s).	Participated and added comments or information based on additional readings or research.
Points	[0-1]	[2-3]	[4-5]

WRITING ASSIGNMENTS, SIMULATION AND FINAL PAPER RUBRIC (100 PTS EACH)

Criteria	Developing	Demonstrates proficiency	Exemplary work
Criterion 1 (50 points) Offer a literature review (or assignment) including scholarly sources (as needed), that demonstrates an understanding of the operational topic.	The literature review (or assignment) is sound and modestly relevant. The presentation on the findings is sound.	The literature review (or assignment) draws from diverse business and community-based scholars and sound integration and critical thinking is apparent.	The review (or assignment) also provides a smooth transition between sources, provides cohesion, and links to ideas for further research.
Points	[0-35]	[36-45]	[46-50]

Criterion 2 (40 points) Demonstrate an understanding of the current issues relating to sustainability	The review of application(s) in business is sound and modestly relevant. The presentation on the findings is sound.	Creativity and critical thinking are evident in reviewing the application to businesses.	In addition, creativity is provided by the writer and goals for integration in business leadership models are articulated well.
Points	[0-20]	[21-30]	[31-40]
Criterion 3 (10 points) Requirements (APA, number/type sources, pages, etc.)	Meeting of requirements is minimal.	The student mostly addressed the requirements but fell short in one or more areas.	The student completely addressed all requirement.
Points	[0-6]	[7-8]	[9-10]

Academic Expectations and Procedures for Timely Course Completion
Expectations for Students

All students are expected to:

1. Post attendance in all Canvas courses within the first week of the new semester/term.
(e.g., complete attendance quiz or post to discussion board in Canvas shell).
2. Participate in all components of the course.
3. Log in to the Canvas course at least 2 times/week.
4. Check the announcement forum to view updates from the instructor.

5. Respond to faculty questions posed to you in Canvas or via email.
6. Demonstrate professional behavior and respect for classmates, instructors, and staff at all times as set forth in the Academic Catalog. See [Saybrook's policy on Professional Comportment](#).
7. Submit assignments by the designated due date. Requests for extensions must be submitted in writing, prior to the submission deadline, and will be granted at the instructor's discretion. The instructor may deduct points for late assignments.
8. Attend and actively participate in all required videoconferences. If scheduling conflicts prohibit live attendance, instructors must receive written notification in advance and an alternate assignment will be issued. Make-up work for unexcused videoconferences are granted at the instructor's discretion and may result in a loss of points.
9. Check Saybrook student email account daily and respond within 24-48 hours.
10. Fulfill any Residential Orientation/Residential Conference components required by the course or their program (virtual or in-person) and adhere to attendance and etiquette guidelines posted on the [Residential Conferences site](#).

Faculty Expectations/Course Engagement Requirements for all Faculty

1. Faculty are expected to interact with students in their online course at least three (3) times per week. Note: Substantive faculty interactions with students may/often include (but are not limited to) methods such as email, phone, videoconference, Residential Conference meetings.
2. Saybrook Faculty are expected to respond to students by using their Saybrook email address (@saybrook.edu), Canvas inbox, or by phone within two (2) business days no matter where they are located.
3. In addition to scheduled student appointments, Faculty are expected to post and provide two (2) hours of drop-in office hours via videoconference a month. These time blocks should be no less than thirty (30) minutes each. Office hours can be offered during normal business hours.
4. Follow through on student inquiries and requests as it relates to academic progress by providing reasonable accommodations (e.g., holding virtual office hours or sharing additional instructional materials).
5. Utilize University offered resources to maintain technology skills specific and appropriate to each program and process.
6. Faculty will contact students enrolled in their course within the first week of the new semester/term and prior to residential and educational conferences.
7. For individually mentored courses, faculty will schedule with each student regular online and off-line communication.
8. For other course designs, faculty will demonstrate how they are engaging students in a consistent and meaningful way across the semester or term.

9. Faculty will return student papers with feedback for assignments submitted through Canvas within the following guidelines (applicable to candidacy essays, MA theses/projects, and dissertations):
 - 1 week for work less than 5 pages in length
 - 2 weeks for work up to 25 pages in length
 - 3 weeks for work 26-50 pages in length
 - 4 weeks for work over 50 pages in length
10. Faculty will reach out to students who are not engaged in the course or are at risk of not successfully completing the course, as well as notifying the appropriate administrative personnel.
11. Course papers must be graded according to the course evaluation deadline in the academic calendar.

University Policies

Multiculturalism and Diversity

Saybrook University is committed to embracing multiculturalism and diversity throughout the curriculum. All courses seek to integrate considerations of multiculturalism and diversity in the course content and discussions. Faculty and students are expected to demonstrate respect for diversity in all course-related communication, including age, ethnicity, sex, gender, gender identity, handicap, disability, genetic information, marital or parental status, national origin or ancestry, race, color, religion, creed, arrest record, military or veteran status, or sexual orientation or any other impermissible basis. Additional information regarding Saybrook's Prohibition of Discrimination, Harassment, and Retaliation policy is located in the [Saybrook University Catalog](#).

Academic Integrity

Honesty in use of sources and original writing by the student are expected. The graduate units to be earned in the course and their application to earning the program degree depend on this integrity in completion of all assigned work for the course. A high standard of individual work in scholarly writing is to be demonstrated. Acts of misconduct, such as plagiarizing sources, submitting work written by others, submitting written work already presented in another paper, and incorrect attribution of material, are unacceptable and will be subject to The Student Code of Conduct as described in the [Saybrook University Catalog](#). All work of the student for the course may be subject to review through Turnitin to determine originality of material.

Saybrook's official source for appropriate citations and authoring conventions is the current American Psychological Association Publication Manual, and is supplemented by Saybrook's Handbook of Format and Style for Proposals, Dissertations, Theses, and Projects.

A downloadable copy of the Handbook of Format and Style is available on the [Saybrook Student Community/Gateway](#). Additionally, Saybrook provides access to students and faculty to Turnitin/Feedback Studio reports, which assist with appropriate citation methodology.

The reuse of one's own previous work is also a form of plagiarism. Dual submissions of written work may not occur within course papers submitted prior to that stage of the doctoral program or at all in the M.A. program. That is, do not include materials you have already written for one course in a paper for another course. Remember that academic fraud also includes the unauthorized collaboration on papers as well as other academic exercises. That is, students must submit their own original work, not the work of others or work completed during another course while at Saybrook. It is the responsibility of students to consult with their instructors concerning what constitutes permissible collaboration.

Disability Accommodation

In compliance with Section 504 of the Americans with Disabilities Act, Saybrook University seeks to support students with documented special needs that qualify under federal law. Any student with 504/ADA needs should have necessary paperwork on file with the Office of Student Affairs, overseen by the Dean of Students, so that recommended accommodations can be arranged promptly. The ADA accommodations process is an interactive one and may require

meeting with a Student Affairs representative, faculty, and/or administrative support to achieve the most reasonable accommodations to support the student's success. Students should submit documentation from their treating professional with recommended academic accommodations before the beginning of the term; accommodations are not extended retroactively, but the ADA Coordinator and faculty will seek to work with students proactively to facilitate a level field of learning opportunities. The Accessibility Accommodations Request Form and Frequently Asked Questions are available on the [ADA Services Page](#). The Accessibility Accommodations Request Form and letter from your treating professional should be submitted to studentaffairs@saybrook.edu for review. Please note that an incomplete form or missing letter from a treating professional will delay establishing accommodations.

Technical Requirements and Support

Both students and faculty are expected to have sufficient skills to carry out their learning activities with the technologies needed to enable the student to fulfill the learning outcomes. Computer and navigation skills for word processing, email, the online learning platform, and internet usage are essential.