Campbellsville UNIVERSITY

BA 634 – Current & Emerging Technologies

Instructor Information

Name: Dr. Charles Abiodun Robert

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Office Hours:

Office Location: Online

Telephone: (270) 403 1985

Preferred method of contact: Email; Expect response 24 to 48 hours.

Course Information

Course Number: BA 634

Course Name: Current & Emerging Technologies

Credits: Semester 3 credit hours

Format: Hybrid

Prerequisites: None

Course Description:

This course focuses on the tools and skills needed to evaluate the acceptance and adoption of technology within various types of organizational cultures. The course will show how emerging technologies are identified, how they evolve, and the factors that may encourage or stifle their growth. Students will demonstrate the ability to make sound judgments regarding the selection, adoption, implementation, and evaluation of technologies as they relate to organizational culture, strategy, and objective.

Course Objectives & Learning Outcomes

Upon successful completion of the course, student will demonstrate his/her ability to:

* Compose comprehensive definition of "emerging technologies".

* Summarize, with a high level of understanding, key terminology common to management trends, principles and practices common to contemporary technology-intensive organizations.

* Analyze, compare and assess current and future management models utilized in contemporary emerging technology-intensive organizations. Explain how to avoid the pitfalls of emerging technology.

* Create an original analytical research report that complies with the course writing guides and the APA Publication Manual, 6th Edition

Course Requirements

Computer Literacy

Students are expected to correctly use word processing software (MS Word or Adobe Acrobat), presentation software (MS PowerPoint), as well as access CU eMail, properly utilize Moodle (including discussion forums, quizzes / assignments, exams, etc.). Google Docs and other technological tools may be used to enhance the content experience of this course. Please refer to the CU Distance Education Help Desk for additional instructions, when necessary.

Required Materials

Books: * Technology In Action, Complete, 15/E. Alan Evans, Kendall Martin, MaryAnne Poatsys, Pearson Inc., 2018. ISBN-13: 978-0-13-483841-0.

Books: * The Future of Technology Management and the Business Environment: Lessons on Innovation, Disruption, and Strategy Execution. Aurhor: Alfred A. Marcus. Pearson FT Press., 2015. ISBN 0133996131.

* http://campbellsville.bncollege.com

Suggested Materials (Optional)

Books: Soonish: Ten Emerging Technologies That'll Improve and/or Ruin Everything Author: Kelly Weinersmith, Zach Weinersmith. 1st Edition, 2017. ISBN: 0399563822 Penguin Press.

Books: **Management Strategy: Achieving Sustained Competitive Advantage**, Author: Alfred A. Marcus; Anne N Cohen. 3st Edition, 2016. ISBN: 1259255484. McGraw-Hill Education.

Online Resources: https://owl.english.purdue.edu/owl/resource/679/01/

Online Resources: The Association of Technology, Management, and Applied Engineering www.atmae.org

Responsibilities of the Online Student

The following items apply to the student in hybrid and online degree programs or individual hybrid and online course. The student is responsible for:

1. Having consistent and easy access to a personal computer (W indows or Mac) with a reliable high-speed Internet connection.
2. Gaining access to online courses in the learning management system (LMS).
3. Acquiring all course materials (textbooks, software, etc.) in a timely manner.
4. Knowing and abiding by all applicable policies and procedures as prescribed in the Bulletin-Catalog, Online Student Handbook and individual course syllabi.
5. Acquiring and maintaining the knowledge base needed to operate successfully in an hybrid/online program/course.
6. Communicating to and from the instructor via the LMS and the CU student e-mail address.
7. Accessing the online course regularly and complete course activities on time regardless of equipment/technology problems. Students should log into their course once a day.
8. Observing deadlines as stated on the academic calendar and in individual course syllabi.
9. Communicating hardships with the advisor and instructor(s) immediately.
10. Paying the online technology fee, as applicable.

A more detailed explanation of policies and procedures governing online courses and degrees is provided in the Online Student Handbook.

What to Expect from an Online Course

Hybrid and online course will require significantly more time than a traditional face-to-face course . The undergraduate student should allow five – eight hours a week to complete all activities prescribed for the week/unit. The graduate student should allow twelve – fifteen hours a week to complete all activities. It is the student's responsibility to login and check for announcements, emails, new discussion postings, assignments or assessments that have been released and complete the work within the alloted time as specified in class syllabus. Students should not wait until the last minute to submit assignments or take exams. Technical glitches are a very real possibility. If something does happen while taking an assessment or trying to submit assignments, students should notify the instructor immediately as well as IT Technical Support.

What You Can Expect from your Instructor

You can expect that I will:
- Hold each student to a high standard of academic performance.
- Challenge student intellectually.
- Provide constructive feedback on learning activities.
- Log on to the course daily.
- Be responsive to requests for help.
  - Please allow 24-48 hours to respond to emails.
  - Refer students to other sources when additional help is needed.

Class Attendance / Participation

Participation is essential to the success of the student activities and their subsequent grade. Positive, clear, and ethical contributions to class discussions at the initial cluster meetings and within discussion forums. Students are expected to use the discussion tool for quality discussions on Current Emerging Technologies via valid topic posts within the designated course topics. The discussion forum enable student activity, specifically related to this course, must include scholarly contributions that are accurately supported by the literature (use correct citations and references). All contributions must use proper english grammar, form, and style. I will monitor postings and will participate when appropriate. As stated in the Campbellsville University catalog, all students are expected to attend the three days of the hybrid class. To be counted present, a student in hybrid or online courses must log-in to their course in the LMS (Moodle) at least once a day and complete those activities as prescribed by the instructor in the syllabus. When the prescribed amount of inactivity has passed or the prescribed number of assignments have been missed (or any combination thereof), the instructor will issue the grade of "WA" This grade, representing administrative withdrawal, acts as the grade of "F" in the GPA calculation.

Revolving Technical Issues

Contact the helpdesk fof you have a technical problem accessing the course.

Problems logging into Moodle – Contact the CU Distance Education Help Desk at (270) 789-5355.
Other technical problems within Moodle – Contact the 24/7 Help Center at 800-985-9781 or [24/7 Help Center](#).

Save and submit all your work in the appropriate area of Moogle. Please save your files using the convention *LAST NAME, FIRST INITIAL, COURSE ABBREVIATION, SEMESTER AND YEAR, AND ACTIVITY NAME and NUMBER.*

Example: Smith,C, BA634,October 2018,Quiz1

Time Management and Late Activities

Expect to spend approximately 12-15 hours per week for graduate courses. The student should spend approximately 3-4 hours online each week (reading and responding to others) and 8-11 graduate hours off-line (reading and completing written learning activities). Make sure to reserve enough time to submit work that represents the best of your abilities and that has been completed without collaboration with other students. *Collaboration without instructor knowledge/permission is considered academic dishonesty and can result in a failing grade for the course.*

Deadlines are sometimes an unavoidable part of being a professional; this course is no exception. Be sure to avoid any inclination to procrastinate. To encourage student to stay on schedule, due dates have been established for each learning activity. The late submission policy is as follows: 25% of the total points will be deducted after the first day the learning activity is late; there will be an additional 25% penalty for each additional day late; no assignments being accepted after 2 days. At this point the assigned grade will be a zero.

It is student responsibility to ensure the learning activities are uploaded into Moodle properly and on-time. After the learning activity has been upload student should return to Moodle to ensure the learning activity has been properly uploaded. It is also student responsibility to allow enough time so that if there is an issue with the upload or a technology glitch, the student will have time to properly upload the learning activity before the due date.

Grading System

The quality of a student's academic work is indicated by letter grades on a quality point system that determines the grade point average on the 4.0 scale. An explanation of the grades used, the scale, and how grades are calculated follow:

Letter Grade	Definition	Quality Points per Semester Hour
A	Excellent	4
B	Good	3
C	Average--only two "C" grades allowed in graduate program; must maintain at least a 3.0 overall GPA	2

D	Not Passing Grade for graduate	1
F	Failure	0
I	Incomplete	0
W	Withdraw	0
W A	Withdraw – Absence	0
X	Final Exam Missed	0

Evaluation of Learning Activities

Timeline for Submission

Please note: Course weeks are from Monday through Sunday. Unless otherwise noted, all learning activities are due before Sunday by 11 pm Eastern Standard Time (EST) during the week listed and should be posted to Moodle. No email or hardcopy submission will be accepted.

Discussions / Forum

Active participation is a must in this course. Each student will be required to respond to the both discussion forums and also make scholarly comments (a minimum of 3) on the responses of other student postings.

A running dialog about course topics will be maintained via the Moodle discussion forums. It is expected that each student will fully participate in the online discussions. This means posting your own thoughts about the topic and properly cited as appropriate, commenting on other student's ideas, and responding to questions about your own postings. Class participation points will be based on the quality of the respective postings. While it is relatively easy to post numerous, non- substantive comments, it takes more thought and effort to post intelligent, meaningful comments that move the discussion forward. Examples of a meaningful post tends to:

- Provide concrete examples, perhaps from your own experience or cited from the reading Identify consequences , implications, or challenge that support something that has been posted.
- Pose a related question or issue suggesting an alternative perspective or interpretation.
- Add the related information from sources using proper APA citation – journals, conference proceedings, books, articles, websites, courses, etc.

Your **time commitment to the two discussions forums will be critical to your success** as a learner, as well as to the success of the course. Because *ongoing* participation in the discussion forums are expected, grade points will be assigned to each discussion forum activities.

1. There are **two (2) discussion topics**.
2. A total of 1000 points (20% of the course grade - 500 points for each discussion topic) can be earned in this type of assignment.
3. The purpose of the discussion forum is to engage students in the knowledge sharing process. Each student is required to: 1 Initiating one major topic focused on the topic for the forum; and 2) actively participating throughout the period of the forum with at least 3 quality engagement postings (responses to other student threads).
4. All contributions must be made in the applicable discussion forum area in Moodle.
5. All contributions must be made during the specified time period for the topic. Contributions made before or after the specified period will not be accepted. Student participation is defined as providing a scholarly entry in the discussion board at a rate of once every four (4) days from the inception of the forum.
6. The primary goal for the discussion forum assignment is to simulate the free sharing of ideas among peers that is typically experienced in graduate courses delivered in the more traditional, face-to-face environment. Evaluating a student's performance on the assignment is not, therefore, very concrete. There are a number of factors that impact the quality of a student's participation. The content of the contributions is, of course, one rather obvious factor, but the context in which the contributions have been made is equally important. In evaluating performance on this assignment, the following factors will be considered:
   a. **Add value to the content of the discussion by posting well-written, on-topic contributions.**
   b. Share resources with others by providing support for you contributions in the form of citations from the literature.
   c. Promote peer-to-peer discourse by:
      i. **Initiating at least 1 quality major topics of the Forum.**
      ii. Actively participating throughout the period of the forum with at least 3 quality engagement postings (responses to other student threads). **Respond to 3 postings of others in a timely manner** (96 hours).
      iii. Each contribution (topic and thread) are expected to be though provoking and scholarly (i.e. "While a database is sometimes consider to consist of a large single site repository, researchers have suggested..." and not simply (i.e. "Oracle is the best", "Yes, I agree" or "Thanks for ...").
   d. **Note: There really is no way to quantify the relative weightings of the above listed factors. The grade on this assignment is based upon the overall quality of your participation, as described by the synthesis of the factors listed above (peer-to-peer).**
7. As a graduate student you are expected to be proficient in the use of the English language. Errors in grammar, spelling, or syntax will affect your grade. As your professor, I will not provide remedial help for writing problems. If you are unable to write clearly and correctly, I urge you to contact the CU Writing Center for remedial help.
8. **Plagiarism will result in a grade of zero for the offending Discussion Forum and Research report.** The department chairperson will be notified of the violation. Additional CU penalties may be applicable.
9. Refer to the course schedule for specific topics as well as starting and ending dates for each of the discussion forums.

* A separate discussion forum "**Ask the Professor**" is established to allow students to post sharable class material related questions. Using this forum will allow all students to review previously asked questions along with their respective answers.

Graded Assignments

WORKING DEFINITION: Emerging Technologies are ones that arise from converging technologies that create new efficiencies; arise from new knowledge or the innovative application of existing knowledge; lead to the rapid development of new capabilities; are projected to have significant systemic and long-lasting economic, social and political impacts; create new opportunities for and challenges to addressing global issues; and have the potential to disrupt or create entire industries.

In today's business environment, companies find themselves working with reduced resources while they are expected to do more with those limited funds and at the same time they are also expected to increase company profits. W ith limited funds to invest in new and innovative technologies that would have an impact on the company's bottom line, the process of determining technologies that would add value to the company and the management of those technologies is critical. The overriding objective of this course is threefold:

1. First is to understand the processes that may be used to evaluate and assess new technologies that would be beneficial to the company's employees, management, products/ services, customer service and satisfaction and to the stockholders.
2. Second is to have an understanding and application knowledge of the new and changing principles and practices of managing technology-intensive organizations in an ever mutating global economy and marketplace.
3. Third is to understanding the changing relationships between the company and the workforce and the evolving operational models that may/will define the worker-company relationship in the future.

Students are advised to begin work on your major research paper as early as possible.

Quizzes / Assignments

Multiple choice, Fill-in, True/False, Multiple Fill-in, and essay questions will be posted in the assigned Quiz area of Moodle. Assignments will usually be due on a weekly basis (see Course Schedule). The average of the Quiz assignments will be use to determine student final grade. Twenty percent (20%) of this average of the Quiz grades will be used to form the student grade. Each weekly quiz will consist of two parts: Part 1 relates to the "Technology In Action" (~50 points); Part 2 relates to the "The Future of Technology Management and the Business Environment (~50 points). One Thousand (1000) total points possible

Midterm and Final Exams

A Moodle Midterm and Final Exam will be posted in Moodle The exams will be based on the assigned textbooks, quizzes, and collaborative discussion forums. A student may only take each exam once. Each exam will be timed and will end at a predetermined time interval. Each student will receive a different set of questions that will be randomized for each exam. Revisiting questions is not permitted. Twenty percent (20%) of the Midterm Exam will be used to form the student grade (1000 Points). Twenty percent (20%) of Final Exam will be used to form the student grade (1000 Points).

Please see Moodle "Research Report Requirements" for specific details.

NOTE: NO ARTICLE PUBLISHED ON THE INTERNET THAT IS NOT DIRECTLY CONNECTED TO AN ESTABLISHED PEER-REVIEW ED PROFESSIONAL CONFERENCE, JOURNAL OR MAGAZINE IS ACCEPTABLE AS A CITED REFERENCE SOURCE. Your paper is to have a title page, introduction, well defined literature review (body), findings, conclusion, and reference pages. The paper must be at least 2,500 words.

Always keep in mind the intended reader(s) of your research paper when developing and writing your paper. The reader must receive value from your research and what you write. Utilize graphs, charts, tables or figures if it enhances the point(s) you are making. **Plagiarism will be checked and if found, will result in a zero grade for the Research Report**

Your research paper must be written at the graduate level and should demonstrate a high degree of understanding of the topic being discussed. These assignment assignment will be worth 1000 points and will constitute 20% of student grade.

Grading:

Assignment	Percent
Research Paper (1000 points total)	20%
Midterm Exam (1000 points total)	20%
Final Exam (1000 points total)	20%
10 Quizzes (1000 points total)	20%
2 Discussion Forums (1000 points total)	20%
Total	**100%**

The following criteria will be used to determine the letter grade you receive.

Grade	A	B	C	D	F
Percentage	90-100%	80-89%	70-79%	60-69%	50-59%

Course Schedule (Starting 10/15/2018; Ending 02/04/2019)

The course will be structured into weekly modules. Weeks will run from 12:01 am Eastern Standard Time (EST) Monday to 11 pm EST Sunday.

As the instructor of this course, I reserve the right to make adjustments to the schedule.

Topics	Forum State	Research Project	Quiz	Topic	Learning Activity	Start Dates	End Date
Topic 1	Forum 1 Open	Begin Working on Research paper	N/A	Read Assigned Chapters Contribute to Discussion Forum	Read Assigned Chapters Contribute to Discussion Forum		
Topic 2	Forum 1 Open	Begin Working on Research paper	1	TIA_Chapter 1 Using Technology to Change the World FTM – Chapter 1	Read Assigned Chapters Contribute to Discussion Forum Continue Research Project Quiz #1		
Topic 3	Forum 1 Open	Continue Working on Research paper	2	TIA_Chapter 2 Looking at Computers: Understanding the Parts FTM – Chapter 2	Read Assigned Chapters Contribute to Discussion Forum Continue Research Project Quiz #2		
Topic 4	Forum 1 Open	Continue Working on Research paper	3	TIA_Chapter 3 Using the Internet: Making the Most of the Web's Resources FTM – Chapter3	Read Assigned Chapters Contribute to Discussion Forum Continue Research Project Quiz #3		
Topic 5	Forum 1 Open	Continue Working on Research paper	4	TIA_Chapter 4 Application Software: Programs That Let You Work and Play FTM – Chapter 4	Read Assigned Chapters Contribute to Discussion Forum Continue Research Project Quiz #4		
Topic 6	**Forum 1 Closed Open Forum 2**	Continue Working on Research paper	5	TIA_Chapter 5 System SoftFTMe: The Operating System, Utility Programs, and File Management FTM – Chapter 5	Read Assigned Chapters Contribute to Discussion Forum Continue Research Project Quiz #5		
Topic 7	Forum 2 Open	Continue Working on Research paper	6	TIA_Chapter 6 Networking: Connecting Computing Devices FTM – Chapter 6	Read Assigned Chapters Contribute to Discussion Forum Continue Research Project Quiz #6 Study for Midterm Exam		
Topic 8	Forum 2 Open	Continue Working on Research paper	**Midterm Exam**	*** Midterm Exam - Exam results will not be posted until Topic 6**	Midterm Exam TIA & FTM Chapters 1-6		
Topic 9	Forum 2 Open	Continue Working on Research paper	7	TIA_Chapter 7 Managing a Digital Lifestyle: Media and Ethics FTM – Chapter 7	Read Assigned Chapters Contribute to Discussion Forum Continue Research Project Quiz #7		
Topic 10	Forum 2 Open	Continue Working on Research paper	8	TIA_Chapter 8 Securing Your System: Protecting Your Digital Data and Devices FTM – Chapter 8	Read Assigned Chapters Contribute to Discussion Forum Continue Research Project Quiz #8		
Topic 11	Forum 2 Open	Continue Working on Research paper	9	TIA_Chapter 9 Behind the Scenes: Software Programming FTM – Chapter 9	Read Assigned Chapters Contribute to Discussion Forum Continue Research Project Quiz #9		
Topic 12	**Research Report Due**	Continue Working on Research paper	10	*** Research Paper Due** TIA_Chapter 10 Behind the Scenes: Databases and Information Systems FTM – Chapter 10	Read Assigned Chapters Contribute to Discussion Forum Research Project Due Quiz #10		
Topic 13	Forum 2 Closed	Continue Working on Research paper	11	Research paper submission TIA_Chapter 11 FTM – Chapter 11	Read Assigned Chapters Contribute to Discussion Forum Research Project Quiz #11		
Topic 14			**Final Exam**	*** Final Exam**	Final Exam TIA & FTM Chapters 7-11		

Term Ends xx/xx/xxxx

University Policies

Student Behavioral

A student attends Campbellsville University voluntarily and is expected, for the sake of the community, to conduct himself or herself with a high standard of personal behavior. While we realize that it is impossible to create an academic community whose behavioral norms will be acceptable to every person, we believe that it is important to identify the ways in which individual and community concerns can be harmoniously balanced. Personal and communal values must be formed by specific behavioral expectations (rules and regulations). Campbellsville University has defined the values, behavioral expectations, rights and responsibilities that we feel will create an environment in which students can grow spiritually, morally, and intellectually. Of course, a student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions. Behavioral expectations are clustered around the following individual and community values: worth of the individual, self-discipline, academic integrity, property and the environment, and respect for authority.

Student Conduct / Netiquette

All students are expected to know and to follow Campbellsville University policy and procedures that govern the entire college student experience (from admission to graduation) as set forth in admissions materials, the CU Bulletin-Catalog, the CU Student Handbook, and other printed/published materials. This includes a unique form of behavior in online courses called "netiquette."

"Netiquette" stands for "Internet etiquette", and refers to the set of practices which help make the Internet experience pleasant for everyone. Like other forms of etiquette, netiquette is primarily concerned with matters of courtesy in communications. The following sections provide more information.

General Netiquette for Email, Discussion Boards and Chat Rooms

Check spelling, grammar, and punctuation before sending your words over the Internet. Chatting and posting are more like speaking, but they are still academic when done for a course. Abbreviated writing that might be appropriate when text messaging might NOT be appropriate in an email. Also, avoid using all lower case words. Clear writing is a form of common courtesy and good manners. Write so that the recipient will not attribute unintended nonverbal meanings into the verbal message. Being online will not allow you to use non-verbal cues that are common in face-to-face discussion (i.e. tone of voice, winks, facial expressions). Sarcasm or jokes could be misunderstood. Use your common sense and avoid saying things that MIGHT be offensive to others.

Emotion icons are sometimes acceptable, but if others do not know what they mean, they become useless. Better to use straightforward language. In a formal setting, text-message acronyms should not be used at all (i.e., LOL or AFAIK). And remember, ALL CAPS is often perceived as SHOUTING!

Think about email, chatting, and posting in the same way as making a verbal comment in a classroom. Any words you post can be made public! When in doubt, leave it out. Decorum is crucial in any online correspondence.

If you attach documents or photos, be sure they follow the standards of respectful classroom behavior.

When sending attachments, be sure they can be opened by the recipient of the email (e.g., W ord, Excel, PowerPoint, Adobe).

Specific Netiquette for Various Communication Tools

Email Netiquette for Academic Purposes

Always use your CU email account for official or class-related business. Always provide the purpose of the email in the subject line.

Use an appropriate salutation or greeting to begin an email. "Hey, Dude!" may be an appropriate greeting for a friend, but it is not the type of respectful salutation that you should use when emailing a professor. Professors and staff should be addressed with appropriate title: Dr., Professor, Mr./Mrs./Ms., President, Vice President, etc.

Conclude your message with complete identification and contact information at the bottom of the email.

Be brief. Separate ideas into clear, concise paragraphs with spaces in between; do not write one long paragraph containing diverse points and information.

Do not address several issues in one email; limit emails to one, two, or three related points on the topic in your subject line.

Use distribution lists sparingly, preferring the Notice Board when there is a mass email to the entire campus community.

Double check the "To" line in your replies to make sure that the email goes to the right party. Avoid "Replying to All" when you do not mean to.

W hen appropriate, use the "Options" icon in Outlook to mark messages as personal, private, or urgent or to request that the message has been received or read.

W hen you receive an email, reply within 48 hours, excluding weekends or holidays.

Set auto response in "Option" to "Out of Office" if away for an extended time period.

Discussion Board and Forum Netiquette for Academic Purposes

Pay attention to the discussion question posed by the instructor and answer the question in your posting.

Label your posting appropriately to fit your message; an automatic reply keeps the instructor and class from looking down the list to find your message quickly. For example, if you're posting your speech topic for approval, could you find your group members' postings out of a list of 30 subject lines that say "Re: Speech Topic"?

Respond to other student postings; after all, this is a discussion that is occurring in an on-line format. To engage in the discussion, read other postings and respond to them directly. If other students reply to your posting, respond to their questions or comments. As you would in a face-to-face conversation, acknowledge the person speaking to you.

If you don't have anything substantial or constructive to say for your reply, please do not reply. Responses like "that's nice" do not keep the discussion going.

For long responses, attach a document and type a message in the discussion box indicating what is in the attachment.

Students who choose to violate these policies are subject to disciplinary action which could include denial of access to courses, suspension, and expulsion.

Academic Integrity

Each person has the privilege and responsibility to develop one's learning abilities, knowledge base, and practical skills. W e value behavior that leads a student to take credit for one's own academic accomplishments and to give credit to other's contributions to one's course work. These values can be violated by academic dishonesty and fraud.

Academic honesty is essential to the maintenance of an environment where teaching and learning take place. It is also the foundation upon which students build personal integrity and establish standards of personal behavior. Campbellsville University expects and encourages all students to contribute to such an environment by observing the principles of academic honesty outlined in the Bulletin Catalog and the Online Student Handbook.

Title IX

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator. Please contact the Title IX Coordinator, Terry VanMeter, at 270-789-5016 or twvanmeter@campbellsvill.edu.

Terry VanMeter
1 University Drive UPO Box
944 Administration Office 8A
Campbellsville, Kentucky
42718

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX.

Americans with Disabilities Act

No qualified individual with a documented disability shall be excluded from participation in, denied benefits of, or otherwise subjected to discrimination in any of Campbellsville University's programs, courses, services and/or activities in compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. **Requests for reasonable accommodations in programs, courses, services and/or activities requires current (i.e. within three years) documentation of the disability after acceptance to the University and before registration.**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If a student has a documented disability or condition of this nature, he or she may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment (within the last 3 years). Please contact the Coordinator of Disability Services, Teresa Elmore, at (270) 789-5192 tmelemore@campbellsville.edu or Ashley Abner at (270) 789-5450 alabner@campbellsville.edu to inquire about services.

Verification of Disability

The Coordinator of Disability Services will ask for documentation to verify the disability, and if appropriate, will cooperate with instructors and Academic Support services to facilitate and track accommodations and services.

No accommodation will be provided without documentation. In addition, Campbellsville University will be unable to provide accommodations in the classroom if the student does not give permission to notify faculty that accommodations are needed. Information regarding a student's disability is considered confidential. Information will not be released to anyone without the express written permission of the student.

Reasonable Accommodations:

Accommodations are provided on an individual basis.
Accommodations are provided to support the educational development of students with disabilities.

In addition to the academic support services available to all Campbellsville University students, some examples of reasonable accommodations include extended time for tests, administration of oral test, note-taking assistance, and use of assistive devices such as calculators or computers.

Disability Services

W ithin the office of Career Services, accommodations are provided for students with disabilities. Helping remove barriers is the goal of Disability Services. Students who have a documented physical, psychological, emotional, and/or learning disability can work with Career Services to receive necessary accommodations. Students who want to inquire about required documentation and possible accommodations may contact the office of Career Services by calling (270) 785-5192 or emailing Teresa Elmore tmelmore@campbellsville.edu or Ashley Abner at alabner@campbellsville.edu.

Official Email

The @campbellsville.edu extension will be considered the official e-mail address for writing and forwarding electronic correspondence.

Academic Appeal and Complaint Process

A student may appeal the fairness of any academic action or register a complaint, including a course grade, to the Academic Council following consultation with his/her advisor, the professor, and the appropriate department chair and/or the dean. Such an appeal must be submitted in writing to the vice president for academic affairs by end of the regular semester after the semester in which the action was taken. The Academic Council will then determine whether a hearing is necessary. The decision of the Academic Council is final. Student complaints other than appeals for course grades should be submitted in writing to the vice president for academic affairs. W hen the complaint is against the vice president for academic affairs, it should be submitted in writing to the president of the University.

Campbellsville University

MISSION STATEMENT

Campbellsville University is a comprehensive, Christian institution that offers pre-professional, undergraduate and graduate programs. The University is dedicated to academic excellence solidly grounded in the liberal arts that fosters personal growth, integrity and professional preparation within a caring environment. The University prepares students as Christian servant leaders for life-long learning, continued scholarship, and active participation in a diverse, global society.

CORE VALUES

- ☐ To foster academic excellence through pre-professional certificates, associates, baccalaureate, masters, and doctoral programs through traditional, technical and online systems
- ☐ To provide an environment conducive for student success.
- ☐ To uphold the dignity of all persons and value diverse perspectives within a Christ-centered community To model servant leadership through effective stewardship of resources

MISSION STATEMENT OF THE CENTER FOR DISTANCE EDUCATION AT CAMPBELLSVILLE UNIVERSITY

Campbellsville University, in support of its mission, strives to meet the needs of all students including those who may be unable to participate in the traditional university environment. Greater flexibility in scheduling provided by distance education courses allows CU to draw from a pool of students from all areas of society. These courses provide students with the education and tools that they need to reach their goals, whether these goals are professional or personal. Distance education provides an understanding level of education to everyone by removing the traditional barriers of time and place.