

University of North Texas at Dallas
Fall 2016
SYLLABUS

CDFS 4340 Occupational and Ethical Issues 3 HRS	
School of Human Services	Department of Counseling and Human Services Program of Child Development and Family Studies
Instructor Name:	Dr. Nedra Y. Washington
Office Location:	Founders Hall Suite 325
Office Phone:	972-338-1393
Email Address:	Nedra.Washington@untdallas.edu
Office Hours:	Tuesdays & Thursday 9:00 a.m. -12:00 p.m. Virtual Hours Monday 9:00 a.m. -12:00 p.m.
Course Format/Structure:	Hybrid
Classroom Location:	Founders Hall Suite 339
Class Meeting Days & Times:	Tuesday/Thursday 2:00PM - 3:20PM AUGUST 23, 25, 30, SEPT 13, 20, 27, OCT. 18, NOV. 1, 8, 18, 29, DEC. 1.
Course Catalog Description:	Examination of occupational and ethical issues associated with careers in the child and family development industry.
Prerequisites:	All lower level courses 1000-3000 must be completed.
Co-requisites:	
Required Text:	Anderson, L. E., & Bolt, S. B. (2013). <i>Professionalism: Skills for workplace success</i> (3rd ed.) Upper Saddle River, NJ: Prentice Hall. American Psychological Association. (2010). <i>Publication manual of the American Psychological Association</i> (6th ed.). Washington, DC: American Psychological Association.
Recommended Text and References:	
Access to Learning Resources:	UNT Dallas Library: (Founders Hall) phone: (972) 780-1616 web: http://www.untdallas.edu/library e-mail: Library@untdallas.edu UNT Dallas Bookstore: (Building 1) phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com
Course Goals or Overview: The goals of this course are as follows -	
	The goal of this course is to investigate occupational and ethical issues associated with careers in the child and family development industry. Students will explore labor trends, develop strategies for career advancement and discuss the impact of career choices on individuals and families.
Learning Objectives/Outcomes: (Align with professional standards and/or core curriculum objectives)At the end of this course, students will be able to:	
1	Explain careers in the field of child development and family studies.
2	Demonstrate transferable and employability skills in work/career settings.
3	Analyze industry related ethical issues.
4	Identify opportunities for employment and entrepreneurial endeavors.
5	Develop strategies for career advancement.

NCFR Certification Standards

This course meets the national standard of the National Council on Family Relations (NCFR) as described below:

#9 Professional Ethics and Practice- An understanding of the character and quality of human social conduct, and the ability to critically examine ethical questions and issues as they relate to professional practice

Grade Determination

- A = 90% or better**
- C= 70– 79%**
- D= 60– 69%**
- F= 59% and below**

Grading Matrix: (sample given)

Instrument	Value (points or percentages)	Total
Attendance and Participation	12 @ 20 pts	240
Self-Introduction	1 @ 25	25
Discussion Boards	14 @ 25	350
Assignments	8@100	800
Final Exam	1	250
TOTAL:		1665

Discussion Boards

Students will post responses to each DB question by the set due date. Students will also respond to two peers on each DB by the due date. Students’ initial respond to the discussion question will be a minimum of 250 words and a minimum of 50 words to each of their peers. APA writing guidelines are required, in text citations, and a minimum of one reference in the initial post. Initial post and response must be researched based and scholarly written. Post to your peers requires in text citations and reference if it is not your idea. Stating that you agree, great post, etc. is not insightful or scholarly You must support your response with theory or empirical research. See the rubric for Discussion Board.

No late DB post will be accepted.

Discussion Board Postings and Rubric

Class participation is an important expectation of this course. Students are expected to offer comments, questions, and replies to the discussion question that have been posed for each module as well as to classmate postings. Students are expected to actively participate in EACH module's discussion **EACH week** throughout the semester. The faculty role is as an observer and facilitator. I will be reading all messages. Students may work ahead on the discussion boards but posting on past week's boards will not allow for stimulating discussions with your classmates.

Evaluation of Assignment:

Postings will be evaluated on the quality of the postings and the degree that the postings promote discussion with classmates. Participation on 13 boards is required and postings will be evaluated per board on the below scale.

Discussion Board Rubric

The following points are how the students original postings to the Discussion Board and your replies to others postings (Total of 10 points for each Discussion Board assignment). Choose one of the three questions.

Original Posting (7 points)

1. Answers one question thoroughly, minimum 250 words, APA standards, in text citations, and references. 7 points for the initial question. Sample of questions below.

Reply to Other's Postings (3 points 1.5x2)

1. Respond thoroughly to two of your peers with details. Explain thoroughly why you agree or disagree.
2. The length of your response should be a minimum 50 words in length. **No late DB accepted.**

Assignment format:

All posted writing assignments must be typed in 10 to 12 point, Times New Roman or Arial font (APA guidelines). Handwritten assignments in any part are not acceptable. All assignments must be in complete sentences and checked for spelling and grammar. **Include a standard cover page** with all written assignments, except responses to discussion board questions. Assignments **missing a cover page will receive 5 point deduction**. Students are responsible for all course assignments and notices posted on the course home page, and all messages sent to students via email. Having problems with the computer and/or printer, or failing to view the assignment are unacceptable reasons for failing to complete an assignment on the due date. **No Late Assignments, Quizzes, Discussion Boards, or Final Accepted.**

Requirements: APA standards including but not limited to: cover page, headings, three citations in each half page, one direct quote per paragraph, and a reference page. You may utilize other scholarly resources to support any assignment (journal articles, books, websites, etc.). Please note .com's and Wikipedia resources are unacceptable in this class. Please insert any outside scholarly information correctly and reference properly.

Attendance and Participation:

Attendance and participation in this class is required. You **MUST** attend class regularly. Please arrive promptly. It is **YOUR** responsibility to adopt a pattern of behavior which will allow for the completion of the requirements by the deadline. In the event that something does come up, contact the instructor as soon as possible to determine what actions need to be taken. 12@ 25=240pts.

Self-Introduction and DB1

Due Aug. 27

DB2

Due Sept. 2

Career and Budget Assignment.

Students will examine six career paths within the child development and family studies program. List the names of the careers and the salaries in a table. Afterwards create a personal budget based on your

newfound knowledge of career paths in the child development and family studies program. Your budget should reflect your readings. Submit this assignment in one document.

Due Sept. 3

DB3

Due Sept. 9

Stress and Anxiety Quiz

Due, Sept. 10

DB4

Due Sept.16

DB5

Due Sept 23,

Ethical Scenario Assignment

Due Sept 24

Chapter 5 Assignment Ethical Scenario

Answer all of the questions below. Minimum one paragraph per question (except for the yes/no questions).

Receiving a Gift at Work

Your company has a strict policy on not accepting gifts valued over \$15. A key vendor for your company sends you flowers on your birthday. The arrangement is quite large, so you know it clearly exceeds the \$15 limit. What do you do?

Honesty

It is 9:00 p.m., it is raining, and you are hungry. You are on your way home from a long workday. You only have \$5 in your wallet, so you decide to go to a fast-food drive-through to get dinner. You order carefully so as not to exceed your \$5 limit. You hand the drive-through employee your \$5, and he gives you change and your meal. You place it all in the passenger's seat and drive home. When you get home, you discover that the fast-food employee gave you change for \$20. What would you do?

Is it legal to keep the money?

Yes No

Is it fair to keep the money?

Yes No

Do you feel bad about keeping the money?

Yes No

What is the best method of dealing with an ethical decision regarding the performance of an employee?

What would you do if you noticed an employee treating another employee in a discriminatory manner?

DB6

Sept. 30

Submit Pre-Practicum Sites

Oct. 1

DB7

Revised April 2016 supersedes all previous versions

Due. Oct. 7

DB8

Due Oct. 14

DB9

Due Oct. 21

Leadership Video Assignment

Due Oct. 22

Video Assignment Chapter Eleven <https://www.youtube.com/watch?v=6DlrqeWrczs>

Watch the Video with Oprah Winfrey and answer the following questions.

What key leadership qualities make her unique? What challenges did she face?

How can you apply lessons learned from your readings to your leadership development?

Minimum three pages. Provide examples and research. APA standards apply. Follow the rubric for written assignments.

DB10

Due Oct. 28

Workplace Dilemma Scenario

Due Oct. 29

A Case Study: Dilemma in the Workplace

Chapter 12

David is an employee with a local foster care organization. He has been employed with the organization for 15 years as a director and his scope of responsibilities include supervising subordinate staff members, interns and volunteers, facilitating workplace trainings for employees, managing day-to-day program operations, completing reports, strategic planning, grant development, and fiscal management of program budgets. David have brought over four million dollars into the organization to expand services. He has won several performance awards and bonuses for his work. David has continually received exceptional ratings on performances reviews throughout his time with the organization.

Lately, David feels unhappy and currently looking for a different job because he feels that his executive director, Tammy, does not like him. David directly reports to Tammy and she is his supervisor. David and Tammy were once close colleagues on and off the job. They often eat lunch and work on projects together and spend time with each other on the weekend. Tammy is married, but currently going through a divorce and she frequently calls on David when she needs a supportive ear. Rumors were circulating throughout the organization that David and Tammy was having affair because they were seen in the office in a compromising position. One day, employees heard Tammy and David screaming at each other. Tammy had accused David of being too friendly with female employees. David accused Tammy of being jealous of the relationship he has with the female staff members. Since the incident, David and Tammy have been at odds with each and their relationship is now strained. David has been married for 20 years and has three grown children attending college. Prior obtaining employment with the foster care organization, David was previously terminated for sexual harassment of a female co-worker at his last employment site.

In his current position, David often makes comments to other colleagues stating that he is overworked and underpaid and the staff members are lazy and unmotivated. David further stated that the employees are

not properly trained to effectively provide services to the clientele participating in the services provided by the organization. He also stated the current staff members are unable to learn and stupid! Tammy has frequently counseled David has about speaking to employees in an unprofessional manner, but she never documented the meetings or made notes in David's employment file in reference to David's communication challenges and leadership concerns. Several employees have complained to Tammy that David screams at them and states condescending remarks often. Employees have also reported that David uses sexually suggestive language when complimenting women on their clothing. Tammy has not taken action to redirect David's behavior despite receiving several complaints by the female employees.

Within the last few months, David has seen an increase in the turnover rates. Many new employees leave the organization prior to completing the probationary period (six month probationary period for all new hires), which places the organization in the position of constantly hiring new employees.

For the past few months month, David has had to intervene in several workplace conflicts between several women that have expressed personal feelings towards him. Several rumors continue to circulate throughout the organization indicating that David has dated a couple of female, subordinate employees and taken them out to lunch and dinner. The rumors also include gossip that David has had sexual affairs with a least 3 female employees to include his boss, Tammy, the executive director.

Mary is a case manager and directly reports to David. She has been employed with the same organization for three months. Mary's clients often complain to David that she is not a good case manager and constantly talks down to them and does not help with services. She is frequently late to work and commonly calls out sick on Monday's and Friday's each week. Mary does not get along with other employees because she feels everyone is out to hurt her and she refuses to trust her fellow co-workers. Mary has had frequent conflicts with others and seemingly has an anger problem.

David has decided to terminate Mary for poor performance and attendance problems. After David spoke with the executive director about terminating Mary, David requested that she (the executive Director) and the human resources representative be present at the termination meeting. During the meeting with Mary, she claimed that she was sexually harassed by David. She further stated that David's desire to terminate her had nothing to do with employment performance and attendance problems. Instead, the decision to terminate her is David's way of getting back at Mary for refusing his sexual advances. Mary has never told anyone that she felt uncomfortable about David's sexual harassing behaviors or made any sort of comments that she was being sexually harassed. She was terminated from her position as a Case manager and has filed a sexual harassment claim against David and the organization with the Texas Workforce Commission. Mary has also hired a lawyer to sue the organization in civil court for an unjust termination.

Assignment Questions

- 1).What are the workplace issues and list the employees involved in the issues? Have these issues lead to a violation of workplace policies/law? If so, which policy/law, if not why not?
- 2).In what ways does David's behavior impact on his subordinated staff members and Tammy?
- 3).Has sexual harassment occurred involving David, executive director and other employees? If so, how, if not, why not?
- 4).What are the different types of sexual harassment? And, what types of sexual harassment have occurred in the foster care agency?

- 5). Did the Tammy take the proper actions to eliminate sexual harassment in the workplace, If not, how if so, please explain? What actions could Tammy have taken to ensure David upheld professional behaviors to her and other staff members?
- 6). Based upon the information provided, do you feel that the high turnover rates are a direct result of David's behavior towards the staff? If so why? If not so why not?
- 7). Was Mary's termination justified? If so why? If not why not?
- 8). Do you think David sexually harassed Mary? If so why? If not why not?
- 9). Do you think Mary's will win her court case? If so why, if not why not.
- 10). In your opinion, is it appropriate for employees to date each other when both employees work for the same organization? If so why, if not why not?
- 11). List and describe 5 recommendations to improve the foster care workplace environment?

DB 11

Due Nov. 4

Career Fair Assignment

Due Nov. 5

Student Task:

Attend a Career Fair:

Choose one company that is of interest to you and talk with the representative.

- Information about each of the attending organizations can be retrieved from Career Services.
- Be sure to thank the recruiter for his/her time and ask for a business card

Write a report about the fair and the company. Make sure that the following information is covered:

- How many companies/agencies are attending this fair?
- What type of company or position interests you at this fair?
- Choose one organization and answer the following questions:
 - Company Name
 - What are some of the key facts about this company?
 - What majors are they seeking at this event?
 - How many openings do they anticipate this year?
 - What characteristics and qualities do they seek in competitive candidates?
 - What methods do they use to identify qualified candidates?
- Write a paragraph on your impression of this company
- Write a paragraph on your impression of this career/job fair
- Attach the recruiter's business card

Grading Criteria:

- Quality of overview of Career Fair and of analysis of the particular company
- Readability
 - Correct grammar and spelling, good use of style, and clear sentences with no confusing passages
 - APA standards apply

DB 12

Due November 11

Approved Practicum Site

Due Nov. 12

DB 13
 Due Nov. 18
 Interview Techniques with Career Services
 Speaker In Class

DB 14
 Due Nov. 30

Finals May 5-10 Comprehensive Exam

Grading Rubric for Written Assignments

Criteria	Levels of Assessment			
	Inadequate=D (Below Standard)	Adequate=C (Meets Standard)	Above Average=B (Exceeds Standard)	Exemplary=A (Far Exceeds Standard)
Organization	Writing lacks logical organization. It shows some coherence but ideas lack unity. Serious errors.	Writing is coherent and logically organized. Some points remain misplaced and stray from the topic. Transitions evident but not used throughout essay.	Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present.	Writing shows high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion and stirs thought regarding the topic.
Level of Content	Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal.	Content indicates thinking and reasoning applied with original thought on a few ideas.	Content indicates original thinking and develops ideas with sufficient and firm evidence.	Content indicates synthesis of ideas, in-depth analysis and evidences original thought and support for the topic.
Development	Main points lack detailed development. Ideas are vague with little evidence of critical thinking.	Main points are present with limited detail and development. Some critical thinking is present.	Main points well developed with quality supporting details and quantity. Critical thinking is weaved into points.	Main points well developed with high quality and quantity support. Reveals high degree of critical thinking.
Grammar & Mechanics	Spelling, punctuation, and grammatical errors create distraction, making reading difficult; fragments, comma splices, run-ons evident. Errors are frequent.	Most spelling, punctuation, and grammar correct allowing reader to progress through essay. Some errors remain.	Essay has few spelling, punctuation, and grammatical errors allowing reader to follow ideas clearly. Very few fragments or run-ons.	Essay is free of distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons.
Style	Mostly in elementary form with little or no variety in sentence structure, diction, rhetorical devices or emphasis.	Approaches college level usage of some variety in sentence patterns, diction, and rhetorical devices.	Attains college level style; tone is appropriate and rhetorical devices used to enhance content; sentence variety used effectively.	Shows outstanding style going beyond usual college level; rhetorical devices and tone used effectively; creative use of sentence structure and coordination.
Format	Fails to follow format and assignment requirements; incorrect margins, spacing and indentation; neatness of essay needs attention.	Meets format and assignment requirements; generally correct margins, spacing, and indentations; essay is neat but may have some assembly errors.	Meets format and assignment requirements; margins, spacing, and indentations are correct; essay is neat and correctly assembled.	Meets all formal and assignment requirements and evidences attention to detail; all margins, spacing and indentations are correct; essay is neat and correctly assembled with professional look.

<http://home.snu.edu/~hculbert/criteria.pdf>

Ethical Case Scenario/ Embedded Ethical/Policy Issue Rubric

Criteria	Beginning 1	Developing 2	Accomplished 3	Exemplary 4
Introduction	Neither implicit nor explicit reference is made to the characters in the case	Readers are aware of most of the characters in the case to be examined.	Most of the characters identified and introduced,	All the characters are introduced
Identifies ethical issues and author's thoughts	Identifies some ethical issues and author's thoughts.	Identifies ethical issues and author's thoughts.	Identifies most ethical issues and author's thoughts.	Clearly identifies most ethical issues and all author's thoughts.
Examine the ethical dilemma	Does not identify the dilemma and does not ascertain exactly what must be decided.	Identifies the dilemma or ascertains exactly what must be decided.	Accurately identifies the dilemma (including pertinent facts) and ascertains exactly what must be decided.	Accurately identifies and describes the dilemma in detail evidencing the gathering of pertinent facts and information and ascertains exactly what must be decided.
Thoroughly comprehend the possible alternatives available	Does not delineate any alternatives. Does not clarify consequences	Delineates 1 alternative. Clarifies one alternative and predicts the associated consequences in detail	Delineates 2 alternatives. Clarifies two alternatives and predicts their associated consequences in detail	Delineates 3 alternatives. Clarifies 3 alternatives and predicts their associated consequences in detail
Ethical Decision and arguments	Does not determine which of the 3 alternative is the most ethical decision to the dilemma	Identifies an ethical decision	Identifies an ethical decision identifying the moral principles that can be brought into play to support a conclusion as to what ought to be done ethically in this case.	Identifies an ethical decision identifying the moral principles that can be brought into play to support a conclusion as to what ought to be done ethically in this case. Used ethical terminology.
Professional Code of Ethics	Candidate is able to identify the Kentucky Teacher Professional code of Ethics and the School of Education Conceptual framework that is applicable to the case.	Candidate is able to identify and choose the Kentucky Teacher Professional code of Ethics and the School of Education Conceptual framework that is applicable to the case.	Candidate is able to identify, choose, and explain the Kentucky Teacher Professional code of Ethics and the School of Education Conceptual framework that is applicable to the case.	Candidate is able to identify, choose, explain, support and interpret the Kentucky Teacher Professional code of Ethics and the School of Education Conceptual framework that is applicable to the case.
Classroom embedded Ethical case	Candidates identifies a student with disability.	Candidates identifies a student with an identified	Candidates identifies a student with an identified	Candidates identifies a student with an identified

Discussion Board Questions

DB 1

Explain the importance of professionalism.

DB 2

You need to hire a receptionist that will be handling cash. What steps would you take to make sure you hire the right person?

DB3

You have noticed that an employee is frequently calling in sick and appears agitated when at work. What do you do?

DB 4

You have hired a new employee who clearly has no concepts of business etiquette. What specific steps would you take to teach your new employee how to behave professionally?

DB 5

What can you do to minimize workplace discrimination and harassment?

DB 6

Summarize why the concepts of accountability is critical for today's workplace and provide examples of how to improve personal accountability.

DB 7

Outline specific steps you will take to increase your creativity

Explain common HR policies, including employment-at-will and right to revise

DB 8

Explain the difference between gossip and the grapevine

One of your employees has been sending personal texts during meetings. How should you handle this?

DB 9

Your employees have significantly met their production goals this week. Based on Maslow's Hierarchy of Needs, how can you motivate them to meet next week's goals?

DB 10

A fellow supervisor usually argues about an issue before arriving at a decision. Knowing this is typical of this person's behavior, how should you handle your next confrontation?

DB 11

If you discovered that one of your top interview candidates had an unprofessional website, what would you do?

DB 12

What would your reaction be if you were reading a cover letter that had several spelling and grammar errors?

DB 13

What kind of information should you share with your current staff members as they prepare to interview a new employee?

DB 14

Why would it be important to encourage training and development sessions within your department?

Tentative Course Schedule

Timeline	TOPICS	Related SLO	Readings/ Activities/Assignments
WK 1 Class Date Aug. 22- 27.	Chapter One Attitudes, Goal Setting, and Life Management In class Aug. 23 & 25	SLO 1	Self-Introduction DB1 Both Due Aug. 27, 9:00 p.m. Prepare
WK 2 Aug. 29- Sept. 3	Chapter Two Personal Financial Management In Class Sept. 30	SLO 1, 2, 4, 6	DB2 Due Sept. 2, 9:00 p.m. Career and Budget Assignment Due Sept. 3, 9:00 p.m.
WK 3 Sept. 5-10	Chapter Three Time and Stress Management and Organization Skills Online	SLO 2	DB3 Due Sept. 9, 9:00 p.m. Stress and Anxiety Quiz Discussion Due, Sept. 10, 9:00 pm.
WK 4 Sept. 12- 17	Chapter Four Etiquette Dress In Class Sept 13	SLO 2, 4	DB4 Due Sept. 16, 9:00 p.m. Class Discussion & Activities
WK 5 Sept. 19- 24	Chapter Five Ethics, Politics, and Diversity In Class Sept. 20	SLO 3	DB5 Due Sept 23, 9:00 p.m. Ethical Scenario Due Due Sept 24, 9:00 p.m.
WK 6 Sept. 26- Oct. 1	Chapter Six Accountability and Workplace Relationships In Class Sept 27	SLO 2	DB6 Sept. 30, 9:00 p.m. Submit Pre-Practicum Sites Oct. 1, 9:00 pm.
WK 7 Oct. 3- 8	Chapter 7 Quality Organizations and Service Chapter 8 Human Resources and Policies	SLO 4, 5	DB7 Due. Oct. 7, 9:00 p.m.
WK 8 Oct. 10- 15	Chapter 9 Communications Chapter 10 Electronic Communications	SL0 2	DB8 Due Oct. 14, 9:00 p.m.
WK 9 Oct. 17-22	Chapter 11 Motivation, Leadership, and Teams In Class Oct. 18	SLO 4, 5	DB9 Due Oct. 21, 9:00 p.m. Leadership Video Assignment Due Oct. 22, 9:00 p.m.
WK 10 Oct. 24-29	Chapter 12 Conflict and Negotiation	SLO 3	DB10 Due Oct. 28, 9:00 p.m. Workplace Dilemma Scenario Due Oct. 29, 9:00 p.m.
WK 11 Oct 31- Nov. 5	Chapter 13 Job Search Skills In Class Nov 1	SL0 4, 6	DB 11 Due Nov. 4, 9:00 p.m. Career Fair Assignment Due Nov. 5, 9:00 pm.
WK 12 Nov. 7-12	Chapter 14 Resume Package In Class Nov. 8	SLO 4, 5	DB 12 Due November 11, 9:00 p.m. Approved Practicum Site

			Due Nov. 12, 9:00 p.m
WK 13 Nov. 14-19	In Class Nov. 15 Chapter 15 Interview Techniques	4, 5	DB 13 Due Nov. 18, 9:00 p.m. Interview Techniques with Career Services Speaker In Class
WK 14 Nov. 21-26	Happy Thanksgiving		Happy Thanksgiving
WK 15 Nov. 28 Dec. 1	Chapter 16 Career Changes In Class Nov. 29 & Dec. 1	SLO 6	DB 14 Due Nov. 30
WK 16 Dec. 5-10	Final	SLO 1-6	Comprehensive Exam

******* The time frame for a response to student inquiries is 24-48 hours. If it is an emergency, you may contact the instructor via the office number listed in the syllabus or you are welcome to stop by the instructors off during office hours. Please view the syllabus for office hours.**

*******Students, please read the syllabus carefully. Many students do not receive the grades expected simply because they fail to read the syllabus and the instructions in its entirety. I would like to encourage you to follow the directions carefully and complete and submit all assignments by the due date.**

Most of you are seniors and the expectations in this class is for you to conduct yourself in that manner. The instructor has high hopes for you.

*******Students, please note that all assignments must be completed and submitted by the due date to receive full credit. Completed defined as all components required in the assignment are present in each assignment according the rubric and/or the direction provided for each assignment. This includes every Assignment, Discussion Board, and the Final. You cannot/will not earn partial credit on incomplete assignments**

University Policies and Procedures

Students with Disabilities (ADA Compliance): The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untDallas.edu or at Founders Hall, room 204. (UNTD Policy 7.004)

CoursEval Policy: Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to

Revised April 2016 supersedes all previous versions

comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (*Discuss any special instructions relating to exams-sample given*): Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity: Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity (Policy 7.002) at http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf Refer to the Student Code of Student Rights, Responsibilities and Conduct at http://www.untDallas.edu/sites/default/files/page_level2/hds0041/pdf/7_001_student_code_of_conduct_may_2014.pdf Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. In addition, all academic work turned in for this class, including exams, papers and written assignments must include the following statement: "*On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.*"

Bad Weather Policy: Campus facilities will close and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information please refer to <http://www.untDallas.edu/police/resources/notifications>

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at <http://www.untDallas.edu/hr/upol>

Diversity/Tolerance Policy: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate. (UNTD Policy 7.001)