Course ID:	Course Title:	Winter 2017	
BUS331	**Organizational Development & Change**	**Prerequisite:**	**BUS250**
		Credits:	**3**

Class Information		**Instructor Information**		**Important Dates**	
Days:	Tuesdays	**Instructor:**	Dr. Tim Vanderpyl, DSL, CPHR	**First day of classes:**	Tues., Jan 10, 2017
Time:	4.00pm – 6.45pm	**Email:**	Tim.Vanderpyl@ambrose.edu	**Last day to add/drop, or change to audit:**	Sun, Jan. 15, 2017
Room:	A2131	**Phone:**	403.462.9364 (cell)	**Last day to request revised exam:**	Mon, Mar. 6, 2017
Lab/ Tutorial:	N/A	**Office:**	N/A	**Last day to withdraw from course:**	Fri, Mar. 17, 2017
Office Hours:	N/A	**Office Hours:**	By appointment only	**Last day to apply for coursework extension:**	Mon, Mar. 29, 2017
Final Exam:	Friday, April 21st (0900-1200). Room A2141			**Last day of classes:**	Tue, April 11, 2017

Course Description

For organizations desiring to operate effectively and remain competitive in a rapidly changing global marketplace, they must adapt to these dynamic and challenging conditions. In this course, students will explore the concepts of organization theory and design, including the major organization forms, the idea of culture as a structure, the impact of environment on structure and the leadership, and the management of dynamic process, all in the context of how organizations best work in today's complex world.

Expected Learning Outcomes

1. Students will understand and be able to explain the process of organizational change;
2. Students will be able to identify and apply change strategies suitable to the type of change required;
3. Students will be able to apply organizational development and change principles and concepts to specified case studies; and
4. Students will understand and be able to explain the major organization forms and principles of organization design.

Textbooks

Ackerman Anderson, L. & Anderson, D. (2010). *The change leader's roadmap: How to navigate your organization's transformation* (2nd ed.). San Francisco: Pfeiffer.

Ackerman Anderson, L. & Anderson, D. (2010). *Beyond change management: How to achieve breakthrough results through conscious change leadership* (2nd ed.). San Francisco: Pfeiffer.

Course Schedule

Note: The dates and order of topics outlined in this schedule may be subject to change at the instructor's discretion throughout the term. Any changes will be communicated in advance.

Date	Class Topic/Chapter Title	Text chapters
Jan 10th	Course Overview & Introduction Change Management Part One	N/A
Jan 17th	Change Management Part Two	Beyond Change Mgt – Chapters 1-3 (p. 1-80)
Jan 24th	Change Management Part Three Group Discussion (in class) on Servant Leadership in Healthcare Case Study / Article **Assignment #1 (Article Analysis) Part One and Two are due at 4.00pm**	Servant Leadership in Healthcare Case Study / Article (to be posted in Moodle) Beyond Change Mgt – Chapters (p. 81-130)
Jan 31st	Change Management Part Four (People Dynamics)	Beyond Change Mgt – Chapters (p. 131-206)
Feb 7th	Change Management Part Five (Process Dynamics) Change Management Roadmap (Part One) **Assignment #1 (Article Analysis) Part Three (Dialogue Post Responses) is due at 4.00pm**	Beyond Change Mgt – Chapters 9-11 (p. 207-262) Change Leaders' Roadmap (p.1-104)
Feb 14th	Change Management Roadmap (Part Two) **Assignment #2 (Reflection) due at 4.00pm**	Change Leaders' Roadmap (p. 105-193)
Feb 21st	**No Class: Mid-Semester Break**	
Feb 28th	Change Management Roadmap (Part Three)	Change Leaders' Roadmap (p. 194-239)
Mar 7th	Change Management Roadmap (Part Four)	Change Leaders' Roadmap (p. 240-322)
Mar 14th	Organization Design (Part One)	Articles to be posted in Moodle
Mar 21st	**Group Case Study #1 – Written Assignment and slides from presentation due at 4.00pm**	Articles to be posted in Moodle

	Group Case Study #1 – Class Presentations Organization Design (Part Two)	
Mar 28th	Organization Design (Part Three)	Articles to be posted in Moodle
Apr 4th	Organization Design (Part Four) and Organizational Development Interventions	Articles to be posted in Moodle
Apr 11th	Last Class **Group Case Study #2 – Written Assignment and slides from presentation due at 4.00pm** **Group Case Study #2 – Class Presentations** Semester Review	
Friday, April 21st	Final Exam (Cumulative)	

Requirements

Course grading and evaluation will be conducted according to the following:

Class Participation/Attendance	15.0%
Assignment #1 - Article Analysis & Dialogue Posts	10.0%
Assignment #2 - Reflection	10.0%
Assignment #3 - Group Case Study & Presentation	20.0%
Assignment #4 - Group Case Study & Presentation	25.0%
Final Exam (cumulative)	20.0%

Note: To pass the course, students must achieve an overall grade of at least 50% and receive a passing grade on the average of all individual assignments.

Grade Summary

The available letters for course grades are as follows:

% Grade	Letter Grade	Description
95% to 100%	A+	
90% to 94%	A	Excellent
85% to 89%	A-	
80% to 84%	B+	
76% to 79%	B	Good
72% to 75%	B-	
68% to 71%	C+	
64% to 67%	C	Satisfactory
60% to 63%	C-	
55% to 59%	D+	
50% to 54%	D	Minimal Pass
0% to 49%	F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Attendance & Class Participation (15%)

I like and expect participation in the classroom. Please come to class prepared to engage in conversations with myself and the other students. I am a working instructor, and will often bring forward real-world situations into the classroom, using the group as consultants for my real-world work. The textbooks will be extremely valuable to our learning this semester, but I am also interested in everyone learning "how" to apply the textbooks to your real-world work, now and in the future. The expectation is that students will learn from me, from the course materials, and from each other.

As such, every student is expected to attend all classes and participate actively in class discussions. In general, to "participate" means to contribute, in class, to the collective conversation. This requires that all of the readings be completed in advance of all of the classes. If you do not complete these readings, it will be obvious in the class discussions. I will note that class as an absence. I will also use the Group Discussions component of your grade to assess your individual contribution to the group assignments.

For the classes with guest speakers, I will expect all students to come prepared with questions about topics pertaining to the guest speaker's expertise.

If external circumstances or illness prevent you from attending or adequately preparing for a class, please let me know so that this can be taken into account, as repeated absences from class will negatively impact your individual participation grade. It remains my sole discretion to determine whether any absence will affect the Attendance component of the final grade.

Grading Rubric – Class Participation/Attendance

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Attendance (40%) (Excludes certain excused absences such as Ambrose athletic teams practices and out-of-town games)	Attends all classes (100%) Misses one class (90%)	Misses two classes (75%)	Misses three classes (60%)	Misses four classes (40%); misses five or more classes (0%)
Group Discussions and Contribution Quality (60%) Quality (depending upon context) is exemplified, but not limited to, the following: pursues thoughtful and rigorous lines of discussion, addresses relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group's/class' perspective.	Contributes great effort to group discussions; shares thoughts and ideas; is always prepared to respond to impromptu in-class questions. Input is always of high quality.	Contributes good effort to group discussions; mostly shares thoughts and ideas; is mostly prepared to respond to impromptu in-class questions. Input is mostly of high quality.	Contributes occasionally to group discussions; occasionally shares thoughts and ideas; is sometimes prepared to respond to impromptu in-class questions. Input is occasionally of high quality.	Seldom contributes to group discussions; seems disinterested; is not prepared to respond to impromptu in-class questions. Input is seldom or not of high quality.

Assignment #1 – Article Analysis & Dialogue Posts (10%)

Research into Organizational Development (OD) and Change areas continues to emerge and practitioners need to stay up-to-date with emerging research and thoughts in this area. This assignment requires you to find an article related to the course topics and to provide an analysis / summary of this article. This assignment includes three parts:

Part One: Select an Article

The article must be from a reputable journal or academic source and must be about an organizational development, organizational design and/or organizational change topic. If in doubt, please check with me before completing the assignment. Target length of the article should be more than 3 pages.

Examples of "reputable" include: *Harvard Business Review*, *Fortune*, *Fast Company*, *Journal of Organizational Change Management*, *IVEY Business Journal*, *Strategy+Business*, *McKinsey Quarterly*, peer reviewed scholarly journals, business magazines etc. Blog posts, Reddit posts, Facebook posts, LinkedIn posts, other social media posts and newspaper articles (i.e. Calgary Sun) are not acceptable for this assignment.

Note: Duplicate articles will <u>not</u> be accepted. First come, first serve. Please check Moodle to see if any of your fellow students have already selected the same article. The person who posts first will be allowed to do the assignment on that article. If someone has already claimed the article, then find another one.

Part Two: Dialogue Post

Once an article is selected, you will write a 500 word (minimum) to 700 word (maximum) dialogue post and post it to Moodle. This dialogue post must include the following elements:

1. Title and Author(s) of Article (with link to article and/or APA citation)
2. Summary of the article in your own words (one paragraph)
3. Summary of why you picked the article and how it relates to the course content (one paragraph)
4. Summary of the conclusions / implications of the article
5. Critique: In your own words, tell us what you think of the article and its applicability to OD & Change practitioners. Are the findings useful? Is the article pragmatic? Why is it important? Does it conflict with the course material? Do you agree with the authors? Why/why not? I am looking for insight in this section not just a regurgitation of what the article says. Do not just agree with everything in the article because the author said it.
6. Spelling and grammar count. Please proofread your post.

Note: When providing an analysis of an article, you only need to provide a direct citation if you are citing/quoting other research and/or quoting directly from the article. Use both of these options sparingly, if at all.

Part Three: Dialogue Post Responses

For the third part of this assignment, you will be expected to respond to two other posts/comments made by other students in the class. You may only respond to up to one comment on your original post. The other comment must be on another student's original post. Guidelines of responses:

1. The response must be a minimum of 100 words and a maximum of 300 words.
2. You are welcome to disagree with each other's analysis/conclusions, but your response must be respectful towards the other student (i.e. no name calling or insulting). Challenge and wrestle with the ideas presented, not the person.
3. You must reference one source in each response. This can be the textbook, a class discussion/lecture, or another article. If citing another article, use the APA or MLA format to cite it properly.
4. Spelling and grammar count. Please proofread.

Grading Rubric – Assignment #1 – Article Analysis & Dialogue Posts

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Completeness and Organization (10%)	All elements of the assignment are included and completed as per the assignment guidelines.	All elements of the assignment are included. Some of the elements are disorganized or missing components.	Elements are somewhat unorganized and are missing components.	Assignment is not complete.
Critical Thinking (70%)	Goes above and beyond in analyzing the article and responding to other posts. Student is critical but professional in evaluating the research and findings from the article.	Student identifies the most obvious issues. Student is somewhat critical and professional in evaluating the article and in responding to other posts.	Raises some of the key issues and Identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations.	Student does not address the key issues and does not provide a critical evaluation of the article
Mechanics (20%)	Posts and responses demonstrate mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style.	Posts and responses display good control over mechanics, although some areas may still need sentence-level revision. Minor errors do not detract from readability and usability of the work.	Posts and responses show that mechanics are an area of concern. Assignment contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors.	Posts and responses lack basic control over mechanics and contains excessive proof-reading errors.

Assignment #2 – Reflection (10%)

For this assignment, you will reflect on an organizational change effort you have experienced and/or observed in your career. This experience can be from your experience as an employee, leader, volunteer, athlete, student, church attendee or other experiences. Using materials and models from the class discussions and/or textbooks, you will critically review this change effort from your own perspective.

The deliverable will be an 800 (minimum) to 1000 (maximum) word paper. You may write in either MLA or APA style for this paper and it must include all of the following elements:

1. Briefly describe the change effort including the result (if the effort has been completed).
2. Using what you have learned so far in this course, evaluate the effectiveness of the change effort.
3. Describe what the leader(s) of the change effort did well.
4. Describe what the leader(s) of the change effort could have done better.
5. Describe what you learned from observing and/or experiencing this change effort.

Note that paper must be written from your opinion (using first person format). You do not need to cite your own observations. You do need to cite all other references (including the textbook) using the APA or MLA format.

Grading Rubric – Assignment #2 – Reflection

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Completeness, Structure and Organization (25%)	All elements are present. Structure is very clear and easy to follow. Transitions maintain an overall flow throughout the assignment. Conclusion is logical and flows from the rest of the argument.	Most elements are present. Structure is mostly clear and easy to follow. Transitions largely maintain the flow throughout the assignment. Conclusion is logical, and for the most part, flows from the rest of the assignment.	Many elements are not present. Structure is not easy to follow. Transitions need much improvement. Conclusion is missing, or if provided, does not flow from the rest of the assignment.	Student did not follow the directions. Organization and structure detract from the message of the assignment. Points are disjointed and lack transition of thoughts. Ideas are not organized around a central idea.
Critical Thinking (50%)	Paper critically evaluates the change effort using course materials. Arguments and opinions presented are thoughtful, challenging and detailed.	Paper evaluates the change effort using course materials but presents obvious points of view. Arguments and opinions are present and are reasonably thoughtful, challenging and detailed.	Paper evaluates the change effort using course materials but is limited in doing so. Arguments and opinions are present but offer limited thoughtful, challenging and/or detailed components.	Paper superficially evaluates the change effort and/or is missing significant aspects of the assignment. Arguments presented are not thoughtful, not challenging and/or not detailed.
Mechanics (25%)	Paper demonstrates mastery over the basics in sentence completeness,	Paper displays good control over mechanics, although some areas may still need sentence-level	Paper shows that mechanics are an area of concern. Assignment contains a moderate	Paper lacks basic control over mechanics and

| | structure, variety, word choice, punctuation, and writing style. Formatting of paper is professional and mechanically perfect or close to it. | revision. Minor errors do not detract from readability and usability of the work. Formatting of paper is good and would require some editing before it is considered mechanically perfect. | number of grammatical, punctuation, spelling, formatting and writing style errors. Formatting of paper is below average and would require significant editing before it is considered mechanically perfect. | contains excessive proof-reading errors. |

Assignment #3 & #4 – Case Studies (#3 is worth 20% and #4 is worth 25%)

Throughout the semester, there will be two group case studies that will bring further depth to the lectures, textbook and reading materials. For this assignment, the groups will consider themselves as consultants hired by the leader/CEO to review the issues presented in the case study and propose solutions.

This assignment will involve two components: a written report and a 10-12 minute class presentation. Students will be assigned to different groups for each of the case studies. Additional information regarding my specific expectations for these case studies will be presented in class and/or posted in Moodle.

A group grade will be awarded after the presentation. Individual contributions to the group assignment will be considered as part of the final class participation grade.

Part One: Written Report (50% of Assignment Grade)

The written reports should be written in a business memo format to me (the client), from the group (the consultants). The memo should be 5-6 pages, 11-point font, single spaced, 1-inch margins, plus a bibliography or works cited page. Use a MS Word memo template or similar. The memo should demonstrate critical thinking and professionalism. That is, the memo should be thoughtful, clear, straightforward and free of grammatical mistakes. When citing your external sources, please use the APA or MLA writing styles.

Part Two: Class Presentation (50% of Assignment Grade)

The in-class presentations should summarize your analysis and recommendations for that project. When making presentations, groups should also allow an additional few minutes to field questions, comments, or debate from the class. The presentation should be informative and interesting; try to make your presentation a learning experience for the class.

The presentation should be a minimum of 10 minutes and a maximum of 12 minutes long.

Grading Rubric – Part One: Written Report

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Completeness, Structure and Organization (25%)	Structure of the assignment is very clear and easy to follow. Transitions maintain an overall flow throughout the assignment. Conclusion is logical and flows from the rest of the argument.	Structure is mostly clear and easy to follow. Transitions largely maintain the flow throughout the assignment. Conclusion is logical, and for the most part, flows from the rest of the assignment.	Structure of the assignment is not easy to follow. Transitions need much improvement. Conclusion is missing, or if provided, does not flow from the rest of the assignment.	Organization and structure detract from the message of the assignment. Points are disjointed and lack transition of thoughts. Ideas are not organized around a central idea.
Critical Thinking (50%)	Identifies the most important arguments, as well as their pros and cons. Thoughtfully analyzes and evaluates major alternative points of view.	Identifies relevant arguments, and their pros and cons. Offers analyses and evaluations of obvious alternative points of view.	Identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations of alternative points of view.	Does not identify counter-arguments. Ignores or superficially evaluates alternative points of view.
Mechanics (25%)	Project demonstrates mastery over the basics in sentence	Project displays good control over mechanics, although some areas	Project shows that mechanics are an area of concern. Assignment	Project lacks basic control over mechanics and

| | completeness, structure, variety, word choice, punctuation, and writing style. Formatting of memo is professional and ready to present to a Director/CEO. | may still need sentence-level revision. Minor errors do not detract from readability and usability of the work. With minor edits, memo is ready to present to a Director/CEO. | contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors. Would require significant editing before presenting to a Director/CEO. | contains excessive proof-reading errors. |

Grading Rubric – Part Two: Class Presentation

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Communication and Delivery (60%)	Oral presentation delivered with clear, confident, well-paced voice so that all audience members can hear presentation. Awareness of audience demonstrated through physical presence and eye contact (rarely referring to notes or slides). Generate(s) significant enthusiasm about topic. Presenters show significant interest and enthusiasm in topic.	Oral presentation delivered with clear, mostly confident voice so that most audience members can hear presentation. Awareness of audience partially demonstrated through physical presence and eye contact (occasionally referring to notes or slides). Generates some interest about topic. Presenters largely show interest in topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members have some difficulty hearing. Sense of audience wavers (e.g. presentation largely read from notes or slides with little eye contact). Generates little interest about topic. Presenters show some interest in topic.	Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members at back of class have difficulty hearing. Unfocused sense of audience (e.g. looks only at notes or away from audience). Generates little or no interest about topic. Presenters lack interest in topic.
Creativity, Graphics, Structure and Mechanics (40%)	Presentation is made insightfully, creatively or skillfully. Innovatively or expertly prepared graphics used throughout the entire presentation. Presenters explain and reinforce the text and presentation. Information presented in a very logical, interesting sequence which audience can follow. Conclusion flows from the rest of	A good attempt is made to provide insight or creativity to the presentation. Graphics largely used throughout presentation and relate to the text and presentation. Information presented in a mostly logical sequence which audience can mostly follow. Conclusion largely flows from the rest of the presentation. Presentation has no more than three	Little attempt to provide insight or creativity to the presentation. Graphics seldom used. Student seldom supports the text and presentation. Structure of the presentation is not easy to follow. Conclusion is missing, or if provided, does not flow from the rest of the presentation. Presentation has between four to five misspellings,	Little attempt to provide insight or creativity. Graphics not used or do support text and presentation. Lack of structure detracts from message of presentation. Points are disjointed and lack transition of thoughts. Presentation has more than six misspellings, grammatical errors, or formatting errors

	the presentation. Presentation has no misspellings, grammatical errors, or formatting errors.	misspellings, grammatical errors, or formatting errors.	grammatical errors, or formatting errors.	

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline;** please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devises in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of $50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.