

DIXIE STATE UNIVERSITY
PSYCH 4510 CRN-47725
INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY
Tuesday & Thursday 4p – 5:15p
McDonald 209
FALL SEMESTER, 2014

PROFESSOR: Kristine J. Olson, Ph.D.

OFFICE HOURS: McDonald, Room 212; Tuesday, Thursday: noon-230p

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REQUIRED TEXTBOOKS

Aamodt, M. G. (2012). Industrial/Organizational Psychology: an Applied Approach (7th Edition). Belmont, CA. Wadsworth Thompson Learning.

COURSE DESCRIPTION:

Current issues in the field of industrial/organizational psychology will be examined as they relate to the relationship between people and the world of work. Among the topics that will be examined are the history and research methodology of industrial/organizational psychology, the employment process, job analysis, testing, and selection, performance appraisals, training, work motivation, job satisfaction, leadership, organizational development, and job stress. The course is valuable for students who are planning on graduate training in industrial psychology or for any career in a business or organizational setting. By the end of the semester the student should have a working knowledge of classic and cutting-edge topics in industrial/organizational psychology. 3 lecture credits.

PSYCHOLOGY MAJOR

This course fulfills upper division elective credits for the Psychology Bachelor degree (BA/BS)

OTHER MATERIALS

You may bring your laptop to class to access lecture PowerPoint slides and to take notes.

PowerPoint slides will be available on CANVAS <https://canvas.dixie.edu/> . Please bring a notepad and pen/pencil to each class so that you are able to participate in class Tests and other in-class activities.

COURSE LEARNING OBJECTIVES

This course an addition to upper-division coursework needed to support the Psychology degree.

This course will meet the following Psychology Learning Objectives:

LEARNING GOAL 1: KNOWLEDGE BASE OF PSYCHOLOGY: Demonstrate familiarity with the major concepts, theoretical perspectives, and historical trends in psychology.

1.1b. Distinguish the similarities and differences between the professional and scientific communities in psychology

1.2b. Analyze how psychological research reflects scientific principles

1.3b. Differentiate subfields in relation to specific research topics and/or

behavioral concern

1.4b. Compare and contrast the assumptions, methods, and choice of problems of psychology with those of other discipline

1.6b. Compare and contrast historical perspectives

1.7b. . Compare and contrast the assumptions, methods, and other elements of major contemporary perspectives in psychology

1.9b. Apply and analyze concepts, theory, and research in the general content domain

1.10b. Apply relevant ethical principles, as addressed by the APA code of ethic

1.11c. Create an appropriate career plan related to individualized goal

LEARNING GOAL 2: RESEARCH METHODS IN PSYCHOLOGY: Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

2.1a. Describe the basic characteristics of the scientific method in psychology

2.2b. Distinguish the nature of designs that permit causal inferences from those that do not

2.3b. Interpret meaning of correlational findings

2.4a. Describe the role of controlled comparison in justifying a cause-effect claim

2.5a. Explain the difference between correlation and causation

2.6a. Define hypotheses, variables, and operational definition

2.7a. Describe rationale for choosing and assigning specific group of participant

2.8a. Define validity and describe conditions that enhance valid finding

2.9b. . Analyze the generalizability of research findings based on strengths or weaknesses of research design

2.11a. Describe the basic principles of the APA code of ethics for research with human and animal participants, including the role of an IR

2.12a. Identify variations in behavior related to sociocultural difference

2.13a. Identify and locate relevant journals and databases in psychology

2.14a. Describe the differences between descriptive and inferential statistical analysis

2.15a. State how evidence is contextual and tentative

LEARNING GOAL 3: CRITICAL THINKING SKILLS IN PSYCHOLOGY: Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

3.1a. Discern difference between personal views and scientific evidence in understanding behavior

3.4a. Identify common fallacies and poorly supported assertions regarding behavior

3.5a. Explain the appropriateness and relevance of questions with direction and guidance

3.8b. Distinguish between scientific and pseudo-scientific explanations of human behavior and compare their relative value

LEARNING GOAL 4: APPLICATION OF PSYCHOLOGY: Understand and apply psychological principles to personal, social, and organizational issues

4.1b. Analyze a specific personal lifestyle and examine strengths and weaknesses

4.5c. Evaluate the power of psychological strategies to promote change

4.6c. Determine whether an applied specialty can produce a solution for a given psychological problem

4.7c. Evaluate how what you know about psychology may be used to improve your own life

ATTENDANCE

Please refer to <http://www.dixie.edu/humanres/policy/sec5/523.html> for a full explanation for the DSC Attendance Policy. Regular and prompt attendance in classes and laboratory sessions is expected of every Dixie State College student. An absence does not excuse a student from completing work missed. It is the student's responsibility to find out which assignments are missed during an absence.

Students who must miss class because of a college-sanctioned activity, such as an athletic event, club activity, class assignment, or other approved event, are responsible to assuring that their instructors have been notified and for completing any missed assignments. By the second day of class, students with recurring absences must provide each instructor written notification from the appropriate department that includes a schedule of competition, the names of those students on specific teams likely to travel, and the dates and approximate times of departure and return to campus. So that student participation in travel can be verified, the appropriate department will be responsible for informing individual faculty of changes to team rosters and travel schedules throughout the semester. One week prior to an absence, the student will meet with the instructor to arrange a reasonable accommodation, if feasible, to allow the students to complete any missed coursework and/or exams. The instructor may require the student to submit work prior to the due date if the student will be absent. It is the student's responsibility to complete the student absence schedule with the instructor and abide by it. Students with recurring or frequent absences from a course are required to check their schedules against the course syllabus and provide a list of expected absences for the semester by the second day of class. Upon reviewing the list, the instructor may determine that the absences will interfere with the student's ability to succeed in the course. If so, the instructor will recommend that the student seek an alternative.

CLASS POLICIES AND DISCIPLINE POLICY

1. Turn off/silence any cell phones. Phones ringing/vibrating can be very distracting for everyone.
2. Come to class on time. It can be distracting to have students coming/going at different times. Make an effort to either come early or on time to class. Also, please make every effort to stay for the entire class period. If arriving/leaving on time is going to be an issue, please contact me so we can resolve this.
3. Read text before class session. This will only help you to better understand the material. If you read the text before class you will be prepared to ask questions during lecture.
4. Check CANVAS and dmail regularly.
5. This course is designed so that you spend six to nine hours per week between in-class participation and out of class activities.
6. This course will operate on the philosophy that active engagement with material fosters quality learning. There will be ample opportunity for in-class activities and discussion, both in small groups and with the entire class. Students are expected to read assigned text prior to class and be prepared to participate in class.
7. Students are expected to coordinate in-class small group work effectively.
8. Each student will have courtesy and respectful behavior towards each student and the instructor. Students will refrain from making harassing and discriminating comments in the classroom. Students will be respectful and open-minded about diverse viewpoints expressed in the classroom. Teachers at Dixie State College have the right to manage the classroom environment to ensure a good learning climate. Toward this end, teachers (or college security) may dismiss and remove disruptive students from individual class activities. If a student's behavior continues to disrupt class activities, the teacher may dismiss and cause the removal of disruptive students from their course.

Please refer to the DSC Academic Discipline policy for more information:

<http://www.dixie.edu/humanres/policy/sec3/334.html> or
www.dixie.edu/humanres/policy/sec5/533.html

Faculty Rights and Responsibilities:

- To establish and implement academic and behavioral standards for the classroom
- To clearly outline expectations, verbally and in syllabi
- To address any inappropriate behavior
- To involve other offices (Dean of Students, Campus Police, etc.) when circumstances arise
- To make a determination regarding possible responses and outcomes for inappropriate behavior within the faculty member's class

What is disruptive behavior?

Disruptive behavior may best be defined as any behavior that inhibits an instructor's ability to conduct class, or behavior that limits another student's ability to benefit from instruction – including conduct, speech, or activity that interferes with the learning activities of other students. Some examples of disruptive behavior may include:

- Physical violence, verbal abuse, or harassment
- Sleeping in class
- Not facing forward in the class
- Putting your feet up on chairs and desks
- Intoxication or illegal drug use
- Use of profanity
- Having side conversations with classmates
- Failing to respect others when expressing their own viewpoints
- Talking while the instructor or another student is talking
- Arriving late to class
- Constant questions or interruptions that interfere with classroom presentation

Students engaging in disruptive behavior will be asked to immediately leave the classroom. If the student does not voluntarily leave the classroom, campus security can be called at DSC Campus Police immediately by calling 437-619-1144 or 435-619-1145.

If you believe that a student in the class is interrupting your ability to learn please notify the instructor as soon as possible so that the issue can be remedied.

9. You will receive grades for completed assignments within 1 week (7 days) of your submission. I will respond to your emails within 24-48 hours (I am usually able to respond within 12-24 hours). However, there is a high probability I will not respond to emails on Saturday and Sunday. Thus, if you email me on Friday at 5pm, there is a high likelihood that I will not respond to you until Monday.

EARNING POINTS IN THIS COURSE

Academic Integrity Agreement. You must complete this assignment on CANVAS the first week of class. Please find the 'Academic Integrity' assignment in CANVAS, read the agreement and enter text in the assignment box indicating that you have read, understand, and agree to the SBS Academic Integrity Policy. A copy of this policy is located in this syllabus. Failure to complete this assignment will result in your receiving a grade of "F" for the entire course. Further, your grades from course assignments will not be released to you until you complete this assignment.

Homework Assignments (15 points each; 150 points total): 10 homework assignments will be

given in this course. Assignment will introduce or enhance learning of course materials. Written summaries must be typed and double-spaced in 12 pt. Times New Roman font on an 8.5" X 11" page with margins set at 1 inch. Staple multiple pages together. Include your name on all pages of documents you submit. **Homework is due at the start of class.** If you will not be in class, be sure to leave the homework in the box on my office door or with the Administrative Assistant (she will put the assignment in my box) on the 2nd floor of the McDonald Building before the start of class on the due date.

Tests: (60 points each). Three tests will be administered during the course. Tests may include True-False and Multiple Choice format questions. These tests will be relevant to what is covered in lecture and the text. These tests are intended to assess your understanding of course concepts and organizational practices (i.e., Assess Learning Goals #1-4).

Classroom exercises: (10 points each, maximum of 60 points). These will be completed and handed in during the class period. These activities will be relevant to what is covered in lecture and the text. These exercises are intended to help solidify understanding of course concepts and organizational practices as well as facilitating student participation. **You will be asked to turn in the classroom activity at the end of class to receive credit.**

Final. (60 points) A final exam will be given during finals week. The exam will cover Chapters 13-15 of the textbook.

***Make up Assignments**

You can make up only classroom assignments and/or homework. You can do one or both of these optional activities. However, you can do each of these activities only one time for credit.

Option 1: Attend a Color Country SHRM activity: <http://www.colorcountryhra.net/> Then, write up a two page summary of your experience and how it applies to this course.

Option 2: Attend a tour at Zappos in Las Vegas. <http://www.zapposinsights.com/tours/zappos-tour-experience> Then, write up a two page summary of your experience and how it applies to this course.

Extra Credit

There may be an opportunity for extra credit. The instructor will present any opportunities for extra credit to the entire class. The instructor will not provide extra credit opportunities on an individual basis.

LATE WORK AND MAKE-UP POLICY

Exams, Tests, and In-class assignments cannot be made up or be submitted at a date/time past the assigned due date. Please arrange your schedule so that you are able to complete all course requirements on the designated time. If you know you will be out of class, you need to make arrangements to turn in your assignments before the scheduled due date. Any homework assignments that are submitted late will be penalized 20% for each calendar day it is late. If you are not able to take a test or the final exam on the scheduled day, you should consider dropping this course.

COURSE GRADING SYSTEM

Percentage (%) Letter Grade

100-93 = A

92-90 = A-

89-87 = B+
 86-83 = B
 82-80 = B-
 79-77 = C+
 76-73 = C

72-70 = C-
 69-67 = D+
 66-63 = D
 62-60 = D-
 Less than 60 = F

HOW TO SUCCEED IN THIS COURSE

Come to class, do the assignments, study, read the text, review notes, and do the review activities located at the back of chapters, ask questions, and be involved in the class.

TENTATIVE COURSE SCHEDULE*

Week	Date(s)	Topic	Assignment Due
1	8/26/14 8/28/14	Intro to course, Administration, Chapter 1 Chapter 1	
2	9/2/14 9/4/14	Chapter 2 Job Analysis & Evaluation Chapter 2 continued	Assignment 1
3	9/9/14 9/11/14	Chapter 3 Legal Issues Chapter 3 continued	Assignment 2
4	9/16/14 9/18/14	Chapter 4 Employee Selection & Recruiting Chapter 4 continued	Assignment 3
5	9/23/14 9/25/14	In-Class study day for exam Test 1 Ch 1-4	Assignment 4
6	9/30/14 10/2/14	Chapter 5 – References & Testing Chapter 5 continued	
7	10/7/14 10/9/14	Chapter 6 – Selection Techniques Chapter 6 Continued	
8	10/14/14	Chapter 7 – Employee Performance	Assignment 5
9	10/21/14 10/23/14	Chapter 7 continued Chapter 8 Training Systems	
10	10/28/14 10/30/14	Test 2 Ch 5-8 Chapter 9 Employee Motivation	Assignment 6

11	11/4/14	Chapter 9 continued	
	11/6/14	Chapter 10 Employee Satisfaction	
14	11/11/14	Chapter 10 continued	
	11/13/14	Chapter 11 Organizational Communication	Assignment 7
13	11/18/14	Chapter 11 continued	
	11/20/14	Chapter 14 Leadership	
14	11/25/14	Chapter 14 online activity	On-Line activity (TBA)
15	12/2/14	Test 3 Ch 10-14	
	12/4/14	Chapter 13 Group Behavior, Teams, and Conflict	Assignment 8
	12/9/14	Chapter 14 Organizational Development	Assignment 9
16	12/11/14	Chapter 15 Stress Management: Dealing with the Demands of Life and Work	Assignment 10
FINAL		Exam Chapters 13-15 Check DSU Final Exam Schedule	

* SCHEDULE DATES ARE TENTATIVE AND SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR

Homework Assignments

Assignment 1: Discover I/O Psychology (Assesses Learning Goal #2)

Read an article online, or from the library, from one of these journals:

JOURNALS YOU CAN USE...

Journal of Applied Psychology, Human Resource Management, European Journal of Work and Organizational Psychology, Gender, Work, and Organization, Group and Organization Management Group Decision and Negotiation, Human Relations, Industrial/Organizational Psychologist Journal of Occupational and Organizational Psychology, Journal of Occupational Health Psychology, Journal of Organizational Behavior, Journal of Vocational Behavior

Choose an article that interests you. Then, cite the article in APA format and write a 1.5 - 2 page summary of the article. Include: hypotheses, independent variable(s), dependent variable(s), how data was collected (survey, interview, meta-analysis, etc.), sample size, where the participants recruited, findings, and why you liked or disliked the article. In your assignment, be sure you organize the information so that I can easily identify the various components of the article you are identifying. Attach a copy of the article to this assignment. The aim of this assignment is to provide you with an opportunity to look at I/O Psychology topics and to provide you with an opportunity to discover various sub-areas of I/O psychology.

Assignment 2: Job Analysis

Find a job description or analysis for a job that you currently have or find one online at <http://jobsearch.usajobs.opm.gov/> or conduct a www.google.com search to find a job description. Critique the job description/job analysis according to the recommendations and outline provided in your textbook. What is missing? Are KSAO's/Tasks written well? How should KSAO's/Tasks be written –provide examples? Why should the missing information be there? 1.5 - 2 pages. Also, attach copy of job description/analysis you are evaluating.

Assignment 3: Legal Issues (Assesses Learning Goals #3, #4)

Sexual Harassment, Workplace Harassment and Employment Discrimination Prevention Training - One of the legal issues we will take up during this course will be harassment and discrimination. To reinforce your learning of these issues, you will participate in training on sexual harassment and discrimination. Log on to sexual harassment training website:

<http://training.newmedialearning.com/pwh/washingtonstate/>

You will need to submit a copy of the certificate as a part of your homework. Write a half page describing whether or not you believe this training is adequate in addressing sexual harassment at a college campus.

Assignment 4: Employee Selection (Assesses Learning Goals #1, #4)

Review Chapter 4 to consider key concepts and ideas for writing resumes. Develop a cover letter and draft of your resume and submit a copy to the instructor. Write half page describing how you can improve the content of your resume through more work experiences, volunteer experiences, education, etc.

Assignment 5: Employee Testing (Assesses Learning Goals #1, #3)

Review chapter 5 and any other sources (provide citation) regarding employee pre-hire testing/screening. Discuss two tests or screening procedures and explain the pros and cons of each test/procedure. 1.5-2 pages.

Assignment 6: Training (Assesses Learning Goals #1, #4)

Talk to a manager of a company. Learn about the training procedures at that company. How are employees trained? How many hours are employees trained? How do those training procedures/module disseminate to the employee (mentor, computer, text)? How could the training be improved according to suggestions in the textbook? How does the manager think the training could be improved? 1.5 - 2 pages.

Assignment 7: Employee Satisfaction and Commitment (Assesses Learning Goal #1, #4)

Describe the components of your job that cause you to be satisfied and committed. If you do not have a job, interview someone who does have a job. Do the things that make you (or the other person) satisfied correlate with the factors that are discussed in the course? If you (or the person you interview) are unsatisfied with the job, how does this factor contribute to your desire to perform well at your job and keep working for your current employer? What suggestions (reasonable!) do you think the employer could implement do improve employee satisfaction commitment. 1.5 - 2 pages.

Assignment 8: Leadership (Assesses Learning Goal #1, #4)

Speak to someone who has a leadership role at school or at work. Ask them what they believe makes a good leader. Ask them what struggles they have as a leader. Find out what leadership training they have had to become a leader. Write the answers of the interview you conducted and

add in your opinion, based on course material, what this person could do to become a more effective leader. 1.5 - 2 pages.

Assignment 9: Group Behavior (Assesses Learning Goals #1, #4)

Describe a time you have been a part of a team or group project at work or at school. Using terminology and theories described in the text and lecture, describe the positive and negative attributes of the group dynamic. Describe how the group, including yourself as a member of the group, could have created a better functioning group. 1.5 - 2 pages.

Assignment 10: Work and Life Stress (Assesses Learning Goals #1, #4)

describe the stressors you have coming from your work, home and school. Using Chapter 15 in the text along with material discussed in class, come up with a plan for reducing stress in your own life. 1.5 - 2 pages

DISABILITY RESOURCE CENTER

Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustments, accommodations, or auxiliary aids to be successful in their program of study should contact the Disability Resource Center within the first two weeks of the beginning of classes for eligibility determination. Proper documentation of impairment is required in order to receive services. DRC is located on the ground floor of the Financial Aid Office. You may call 652-7516 to schedule appointment for further information regarding the process to receive accommodations. DRC Coordinator determines eligibility for and authorizes the provision of services.

Contact the center for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located at the ground floor of the Financial Aid Office. Visit or call 652-7516 to schedule an appointment to discuss the process. The DRC Coordinator determines eligibility for and authorizes the provision of services.

TUTORING AND WRITING CENTERS

The Dixie State College of Utah Tutoring Center is located in the Browning Resource Center and is **free** for all registered Dixie State students. Tutors are available to assist you in clarifying concepts and class material, and in improving your study skills. The center also offers assistant with writing. Tutoring Center hours are Monday-Thursday from 9:00 am to 8:00 pm, and on Fridays from 9:00 am to 5:00 pm. Tutoring: <http://www.dixie.edu/tutoring/index.php> Writing Lab: <http://dsc.dixie.edu/owl/>

LIBRARY

Please use the library! It is a great resource and the staff can help you find the materials you need. <http://library.dixie.edu/>

ACADEMIC INTEGRITY POLICY

This policy is intended to supplement, and not replace, the official Dixie State University official policy on academic honesty and discipline:

<http://www.dixie.edu/humanres/policy/sec3/334.html>
<http://catalog.dixie.edu/codeofstudentrightsresponsibilities/>

It is the goal of the Department of Social and Behavior Sciences (SBS) to prevent academic dishonesty in all forms. This policy is intended to clarify and define academic dishonesty so that

students are informed about various types of academic dishonesty and what sanctions will be applied in cases of academic dishonesty.

Academic honor and integrity is expected of every student, staff, and faculty member. Academic integrity includes a commitment to honesty, fairness, and respect. A lack of academic honor and integrity threatens and undermines the central mission of the department and the University. A lack of academic integrity impedes learning, teaching, research activities, moral development, and intellectual development.

Each faculty member and student is automatically subjected to the Dixie State University integrity policies. Ignorance of what constitutes a violation of academic integrity is not an acceptable excuse when being confronted with a violation.

Below, several forms of academic dishonesty are described. However, this is not an exhaustive list. If you have any doubt about what constitutes academic dishonesty, please discuss the issue with your instructor. You are better to ask details about the policy before you are confronted with an issue of academic dishonesty by your instructor.

Academic integrity violations include all forms of academic dishonesty, including but not limited to:

- **Plagiarism** – Students and faculty “do not claim the words and ideas of another as their own” (APA Publication Manual, p. 15). Intentional or unintentional representation of another’s words or ideas as one’s own in an academic exercise is plagiarism. Examples of plagiarism include but are not limited to:

(1) The exact copy of information from a source without proper citation and without use of quotation marks or block quotation formatting each time a source is used. If any words or ideas used in a class posting or assignment submission do not represent the student’s original words or ideas, the student must distinguish them with quotation marks or a freestanding, indented block quotation (for a quotation of 40 or more words), followed by the appropriate citation in accordance with the Publication Manual of the American Psychological Association. When a student copies information from a source, he or she must acknowledge the source with quotation marks or block quotes irrespective of whether or not the source has been formally published.

(2) Paraphrasing statements, paragraphs, ideas, language, and/or arguments without proper citation each time paraphrasing is utilized.

(3) Presenting work as the student’s own that has been prepared in whole or part by someone other than that particular student. This includes the purchase and/or sharing of work.

(4) Failure to properly cite and reference statistics, data, or other sources of information each time that they are used in one’s submission.

- **Self-plagiarism, multiple submission, double dipping, or dovetailing** – Submission of work that has been prepared for a different course without fair citation of the original work and prior approval of faculty. Students who submit assignments that were previously submitted in another course are subject to the same consequences they would face if they plagiarized these assignments. The use of one’s previous work in an assignment requires prior written approval from the current faculty member and citation of the previous work.

- **Fabrication** – Falsification or invention of any information, citation, data, or document. This includes the invention or alteration of data or results, or relying on another source's results in any assignment without proper acknowledgement of that source. Fabrication includes citing sources that the student has not actually used or consulted.
- **Unauthorized Assistance/Cheating** – Use of materials or information not authorized by the faculty member to complete an academic exercise, or the completion of an academic exercise by someone other than the student. Students must rely upon their own abilities and refrain from obtaining assistance in any manner that faculty does not explicitly allow. This includes but is not limited to providing or receiving information about the content or the answers to an exam, use of faculty materials or answer keys, or a student having someone take his or her exam.
- **Copyright infringement or violation** – Acquisition or use of copyrighted works without appropriate legal license or permission. This includes written work as well as photos and figures that are protected by copyright laws.
- **Misrepresentation** – Falsely representing the student's situation to faculty when (1) justifying an absence or the need for an incomplete grade; or (2) requesting a makeup exam, a special due date, or extension of a syllabus or class deadline for submitting a course requirement.
- **Collusion** – Helping or allowing another student to commit any act of academic dishonesty.
- **Coercion Regarding Grading or Evaluation of Coursework:** Includes but is not limited to issuing threats or offering favors or bribes toward an instructor to coerce the instructor to change a grade or otherwise evaluate the student's work by criteria not directly reflective of coursework.
- **Facilitating Academic Dishonesty:** Includes but is not limited to knowingly helping another student commit an act of academic misconduct or failing to report another student for academic misconduct.

Student Reporting of Academic Dishonesty

- Any person who observes or discovers academic misconduct by a student must file a written complaint with the faculty member responsible for the pertinent academic activity within fifteen (15) days of the date of discovery of the alleged violation.
- A student's failure to report academic misconduct on the part of another can result in academic misconduct charges against that student.

Sanctions for Academic Dishonesty per the DSU Policies and Procedures Manual

If a faculty member has evidence of academic misconduct in a course s/he is instructing, the claim of academic misconduct shall be considered substantiated.

At the minimum, the faculty member will impose the following sanctions:

- Issue a grade of “F” for the paper, project, test, exam, or other academic activity in which the misconduct occurred.
- Report the incident to the Department of Social and Behavioral Sciences Chair and to the Dean of Students.

Additionally, the faculty, Department Chair, and/or Dean of Students reserve the right to impose the following sanctions:

- Immediately remove the student from the course and issue a failing grade for the course.
- Issue an academic probation.
- Issue an academic suspension.
- Issue an expulsion from DSU.

TESTING CENTER

You will be required to take all Tests, except the Final Exam, in the testing center. Please contact the Testing Center to learn about their hours of operations and testing procedures. Testing Center -

<http://dixie.edu/testing>

EMAIL

You are required to frequently check your Dmail account. Important class and college information will be sent to your dmail account, including DSC bills, financial aid/scholarship notices, notices of cancelled classes, reminders of important dates and deadlines, and other information critical to your success at DSC and in your courses. If you don't know how to access your dmail account, go to www.dixie.edu and select "Dmail" from the left column. To locate your dmail username and password, go to www.dixie.edu, and click on "Log in to student

OTHER IMPORTANT DATES/DEADLINES

Aug 15	Admission Late Fee Begins
Aug 25	Classwork Starts
Aug 28	Last Day for Waitlist
Aug 29	Last Day to Add Without Signature
Sep 1	Labor Day
Sep 4	Drop/Audit Fee Begins (\$10 per class)
Sep 4	Residency Application Deadline
Sep 9	\$50 Late Registration/Payment Fee
Sep 15	Pell Grant Census
Sep 15	Last Day for Refund
Sep 15	Last Day to drop without receiving a "W" grade
Sep 17	Courses dropped for non-payment
Sep 19	Last Day to Add/Audit
Oct 1	Fall 2014 Associate's degree Graduation Application Deadline
Oct 15	Mid-Term Grades Due
Oct 16-17	Semester Break
Oct 20	Last Day to Drop Individual Class
Oct 27	Spring and Summer 2015 class schedules available online
Nov 3	Spring 2015 Bachelor's degree Graduation Application Deadline
Nov 11	Career Day
Nov 14	Last Day for Complete Withdrawal
Nov 17	Spring Registration open to Seniors (90+ credits)
Nov 18	Spring Registration open to Juniors (60+ credits)
Nov 19	Spring Registration open to Sophomores (30+ credits)

Nov 20 Spring Registration Open to All Students

Nov 26-28 Thanksgiving Break

Dec 12 Classwork Ends

Dec 15-19 Final Exams

***To learn more about syllabi at Dixie State College, refer to:

<http://new.dixie.edu/reg/faculty/?page=Syllabus>