

The University of Akron
College of Business Administration - Department of Management
Management Principles & Concepts (6500:301-001, 002)

Course Sections:

- **001 TuTh 1045am – 12:00 pm Leigh Hall 510**
- **002 MWF 11:00am – 11:50 am CBA 120**

Instructor: Sheri Schulte

Office: CBA #339

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Year/Term: Fall 2014

Phone: 330-972- 8236 (office) 330-907-7170 (cell)

Office Hours: Mon & Wed 1230-330 (or by appointment)

Course Information

Description

An interdisciplinary approach to the study of basic principles of general management theory and practice.

Prerequisites

48 completed credit hours.

Course Overview

Management Principles & Concepts is designed to increase students' awareness and sensitivity to the functions of management and to provide a knowledge base to use when addressing challenges inherent in managing people. Management is about working through others to accomplish tasks that help fulfill organizational objectives as efficiently and effectively as possible. Students are expected to develop a general understanding of basic management principles and concepts in preparation for careers working with and through others to achieve organizational objectives in a very competitive, diverse and dynamic environment. This syllabus serves as the key source document for class topics, student learning objectives, grades, policies, and other important information. The instructor may adjust any part of the syllabus during the semester to meet students' needs and/or accommodate unforeseen circumstances.

The course is supported by The University of Akron's course management system called Springboard. The course is organized on Springboard into 16 Modules/topics that typically map to the textbook chapters and the weekly flow of the course. If you are new to Springboard, you can [get started by watching the tutorials here](#).

This is a hybrid course that will meet approximately 75% face-to-face and 25% on-line. That means on days when the class DOES NOT meet, assignments such as written homework, reading and/or quizzes will be due. On occasion, in-class assignments may carry over more than one class period and be assigned as additional out of class work. Due dates for each course section are posted on the Springboard calendar. It is the student's responsibility to manage dates. This becomes even more critical in a hybrid

course. It is strongly suggested you use the Springboard calendar in conjunction with your own system of reminders. Since all due dates are published from day one of the semester, there is little or no grace period. Be sure you are aware of the expectations for each assignment. In this hybrid course, we want to maximize our face to face time by using lectures, small/large group discussion, and other class exercises to support your learning.

Course Objectives

Upon successful completion of the course, the student will be able to demonstrate course-specific knowledge and skills in the following areas:

1. **MANAGEMENT:** Explain the role, purpose, and functions of management.
2. **MOTIVATION:** Identify and describe content and process theories of motivation and the managerial (and personal) implications of these theories.
3. **HISTORY:** Describe the history of management and how forces have influenced the evolution of management.
4. **ETHICS:** Compare and contrast various ethical systems and their influence on business ethics. Articulate your personal values.
5. **PLANNING:** Describe the nature and purpose of planning and differentiate between various types of company strategies.
6. **ORGANIZING:** Explain the fundamental principles of organizing and recognize various types of organizational structures.
7. **LEADERSHIP:** Identify and explain various leadership models/theories and the implications on the behavior of practicing managers and the skills required for outstanding leaders.
 - a. Construct a personal leadership development plan with emphasis on Emotional and Social Intelligence.
8. **FINANCIALS:** Describe approaches that businesses use to monitor and measure their results, including basic financial terms and ratios.
9. **HUMAN RESOURCE MANAGEMENT:** Demonstrate understanding of critical issues in human resource management including HR functions and key employment laws.
10. **TEAMS:** Recognize various group dynamics and the characteristics of highly effective teams.
11. **DIVERSITY:** Consider the implications and opportunities of managing a diverse workforce for today's managers.
12. **POWER:** Examine how you will gain power and use it appropriately in your professional career.
13. **SMALL BUSINESS MANAGEMENT:** Describe the critical success factors in starting a small business.
14. **GLOBAL BUSINESS:** Describe factors that impact global business management.
15. **CAREERS:** Draft a resume, practice interviewing and write your personal vision.
16. **RESEARCH AND FUTURE JOB SEARCH:** Research key characteristics of a company in which you are interested for future employment. Use corporate websites to gain powerful insight, sift through large amounts of information and apply course concepts to a real company.
17. **PROFESSIONAL SKILLS:** Practice required professional skills such as: communication skills, speak in small and large groups, business writing, group process and manage multiple priorities/due dates.
18. **PERSONAL EFFECTIVENESS & RESPONSIBILITY:** Attend class regularly, prepare for class by completing all assignments in a timely and quality manner; take notes; and participate in class/small group discussions. Manage your due dates, be responsible for information that is provided to you and pay attention to details. Engaging in these practices will help prepare you for a professional workplace.

Required Texts

The required book for my **6500:301** course sections **001, 002 Principles of Management and Leadership (Second Edition)**, is published and distributed by Cognella, Inc. The book is now available for purchase in both print and digital formats through their student e-commerce store (<https://students.universityreaders.com/store/>).

I have carefully chosen this book to provide you with the best learning experience. Please purchase it ASAP to stay on top of your readings. Doing so will help you be successful in this class.

Print Price: **\$72.95**

Digital Price: **\$65.95**

Ten chapter quizzes are based solely on textbook material. The text also contains several assigned readings (articles) that we will use. Also, please keep in mind that our institution adheres to copyright law, so any copyrighted material should not be copied or duplicated in any manner.

If you purchase from the publisher, you will receive immediate access to your own full or partial (FREE 30% PDF) e-book from within your student account. Full e-books work with various mobile devices. To purchase the textbook, please follow the instructions below:

Step 1: Log on to <https://students.universityreaders.com/store/>.

Step 2: Create an account or log in if you have an existing account to purchase.

Step 3: Easy-to-follow instructions guide you through the rest of the ordering process. Payment can be made by all major credit cards.

Step 4: After purchasing, you can access your full or partial e-book by logging into your account and clicking My Digital Materials to get started on your readings right away.

Orders are typically processed within 24 hours and the shipping time will depend on the selected shipping method and day it is shipped (orders are not shipped on Sundays or holidays). If you experience any difficulties, please email orders@cognella.com or call 800.200.3908 ext. 503.

Of course this book is also available to you at the UA bookstore and other sources. There are several sections and instructors for this course. Be sure you have the right one!! There are two first edition copies available at the library for borrowing as well. (See important note below about editions.)

IMPORTANT NOTE: Your course section uses the 2nd edition of the text. This will be the second semester for the 2nd edition so there should be some used copies available. If you choose to use the 1st edition (2 less chapters), you will be responsible for the 2nd edition material. The course is taught using the 2nd edition AND Springboard is organized to mirror the 2nd edition format as well.

It is also recommended that you purchase a college writing reference guide. CBA recommends: Lunsford, A. (2010). Easy Writer. (4th ed.). Bedford/St. Martin's.

Every college student (and business professional) needs a good writing reference guide. Easy Writer is required at UA for MBA students. It would be a good one for you to purchase – you will use it forever. Otherwise, there are on line resources for writing such as Purdue University's OWL that you will need to reference in this class. (See link later in this syllabus.) You may also use the UA Writing Lab as a

resource. Professional writing is important and expected in this class. You will be held accountable for professional writing.

Instructor Bio

I have been a Visiting Lecturer at the University of Akron, Department of Management since spring 2010. Prior that, I was Director of Learning & Development at YRC Worldwide (formerly Roadway Express). My professional experience has been focused on improving organizational performance through organizational and employee development, management/leadership development, project management, job design, leading teams, performance management, training and organizational change. I hold a BS/MS in Technical Education from The University of Akron along with other relevant training and certifications from Case Western Reserve University, Ohio State University, Penn State, UVA Darden Business School, and Hay Group. I am also the University of Akron faculty adviser for the National Society of Leadership & Success and a faculty mentor for student leadership experience/honors projects. My goal is for you to gain both practical and conceptual knowledge that will enable your success as individual contributors, team members and leaders. I really enjoy collaborating with my students to help them appreciate how management concepts can be applied in all disciplines and in your personal life. I look forward to learning more about you and connecting class learning to your personal and professional goals.

Additional Resources

ARTICLES: Some are in the textbook as noted above and some are posted on Springboard.

Instructor Contact and Reply Policy

You may contact me via email or phone. During the week you can expect a reply within 24 hours. Over the weekend, you can expect a reply within 48 hours. Assignments will typically be graded within a week, projects within two weeks. Please include your full name, course name, section on all correspondence with your instructor.

Technical Support

If you have technical questions or require technical assistance, please contact Zip Support at:

- By phone: 330-972-6888
- By Email: support@uakron.edu

[The Zip Support Help Desk web site can be found here.](#)

[Springboard self-help guides can be found here.](#)

Academic Support: The Writing Lab and eTutoring

The University of Akron provides several academic support services.

[To view the full list of services, visit their web site by clicking here.](#)

The Writing Lab

The University of Akron provides support services for students regarding their writing. Several online resources are available as well as in-person services.

[To find more information about the Writing Lab, visit their web site here.](#)

The writing lab has two locations in addition to their online resources:

Library Writing Lab

Bierce Library, Rm. 69

For Appointments Call

(330) 972-6548

Day and Evening Appointments Available

Polsky Writing Lab

303 Polsky Building

For Appointments Call

(330) 972-6984

Day and Evening Appointments Available

Accessibility Statement

Any student who has a disability that substantially limits learning in a higher education setting may contact the Office of Accessibility for information regarding eligibility for reasonable accommodations.

The office telephone number is (330) 972-7928 (Voice) or (330) 972-5764 (TDD), or

<http://www.uakron.edu/access/>.

In Class and On Line Etiquette

It is essential that we remain professional at all times in verbal and written communication. Online etiquette, sometimes called Netiquette, takes special attention because it lacks the visual cues that we rely on to give meaning to communication. Keep some common sense tips in mind when communicating verbally or in writing:

1. Avoid language that may come across as strong or offensive.
2. Keep writing and speaking to a point and stay on topic.
3. Take a minute to reflect before responding – especially in potentially high stakes situations.
Review, review, then send.
4. An on line discussion is still a classroom.
5. Certain aspects of internet communication can help us be more efficient. However, this is a professional setting so do not write in all capital letters, avoid overuse of emoticons and always put your name/class/section on correspondence to your instructor.
6. Consider the privacy of others. Ask permission prior to giving out a classmate's email address or other information.
7. If possible, keep attachments small. If it is necessary to send pictures, change the size to an acceptable 100K.
8. No inappropriate material. Do not forward virus warnings, chain letters, jokes, etc. to classmates or instructors. The sharing of pornographic material is forbidden.

Student Evaluation and Assessment (UA Scale)

A (465 - 500 points)	93 – 100%
A- (450 - 464)	90 – 92.99%
B+ (435 - 449)	87 – 89.99%
B (415 - 434)	83 – 86.99%
B- (400 - 414)	80 – 82.99%
C+ (385 - 399)	77 – 79.99%
C (365 - 384)	73 – 76.99%
C- (350 - 364)	70 – 72.99%
D+ (335 - 349)	67 – 69.99%
D (315 - 334)	63 – 66.99%
D- (300 - 314)	60 – 62.99%
F (≤ 299)	< 60%

Breakdown Final Grade

As you can see, there are various forms of assessment in this class. Assessments, including exams and other assignments, show you and your instructor that you are learning and able to apply the class concepts. Clarity of student learning objectives and quality of work help students to be more deliberate regarding what they are learning in a course. While grades and degrees are very important, employers will certainly be interested in “what you know and what you can do”! Often students view short assignments as “busy work”. Be assured that each assignment in this course has a specific purpose focused on student learning and application. All assessment strategies are important as they enable your learning and contribute to your final grade.

Categories of Assessment - Description	Points	Percentage of Final Grade
1. Test your Knowledge & Comprehension - Exams (2)	150	30%
2. Test Your Knowledge & Comprehension – Chapter Quizzes (10)	100	20%
3. Reflective Analysis & Application - Homework (4)	100	20%
4. Apply Your Knowledge - Class Exercises (5)	50	10%
5. Application Research Project - Company Analysis Paper	100	20%
Total	500	

Specific assignment instructions, rubrics and/or specific grading criteria will be posted in Springboard.

IMPORTANT NOTE REGARDING GRADES: Please take responsibility to monitor grades in Springboard throughout the semester and plan accordingly. Concerns and opportunities to improve your grade should be discussed with me (your instructor) throughout the semester – prior to the last week! It is much easier to create a plan for success when there is time left in the semester. Requests at the end of the semester to “give you” those 2, 3, 4 extra points to get you to the next highest grade will not be entertained. Grade adjustments may be made on rare occasions at instructor discretion based on the student’s overall body of work for the semester – including regular attendance, class participation and completion of all assignments. If you have questions regarding specific assignments and grades, please get with your instructor as soon as possible. Your instructor has regular office hours, is available by appointment and is in the office most days if you want to stop by.

Assessment Details

1. Test Your Knowledge & Comprehension - Exams (2) – Mid-term and final multiple-choice exams. Study guide provided before each exam. Sources for exams include textbook chapters and articles, other assigned articles, class discussion, lecture, power points. In other words, the exam questions can come from anything covered in this course. See calendar for your section exam dates. Note exam policies later in this syllabus. (Total 150 points)
2. Test Your Knowledge & Comprehension - Quizzes (10) – Due on Fridays by 5pm. The quiz is closed after that. All quizzes are available to you on 8/25/14. Your textbook is the sole source for quiz questions. There are quizzes on Chapters 2, 4, 5, 6, 7, 8, 9, 12, 14, and 15. You have 20 minutes to complete. You may take the exam two times – your best score will be captured in the Springboard gradebook. The answers are available to you Saturday after 8am. Each quiz has 10 questions and is worth 10 points. If you don’t complete by the due date/time, you will receive zero points for that quiz. Quizzes are typically due the Friday before that topic is covered in class.

However, regardless of in-class topic, the quiz dates will not change. It would be a good idea to set reminders so you don't miss the due dates/times. Quizzes will not be re-opened if you miss the due date/time. (Total 100 points)

3. Reflective Analysis & Application - Homeworks (4)- There are four written homework assignments due at various times during the semester for Modules 1, 3, 6, and 16. These assignments take a variety of formats. You may be asked to reflect on questions, compare/contrast concepts, relate current events or your own experience to course concepts, formulate an opinion, conduct an interview, argue a position and/or make a recommendation. Instructions are posted in the relevant module on Springboard. Homeworks 1 and 4 are worth 20 points; homeworks 2 and 3 are worth 30 points. Homeworks are to be submitted to dropbox by due date/time (Friday at 5pm). The dropbox will remain open another week (until the next Friday at 5pm) in case you submit late for partial (not more than half) credit. (Total 100 points)
 - a. Submissions are to be in a professional format according to posted requirements.
 - b. Type and double space. Include your name, assignment, and course section (EX: Sheri Schulte, HW #1, Section 001).
 - c. You will receive individualized feedback on most assignments. Please read it and respond as appropriate. Instructor feedback is intended to help you reflect on the quality of your work, consider ways to expand your learning, demonstrate continuous improvement and be sure you are on the right track with application of your learning objectives.
 - d. Each assignment contains a specific set of learning objectives. Those objectives describe what you are expected to KNOW or DO as a result of completing the assignment; that is, the purpose of the assignment.
4. Apply Your Knowledge – Class Exercises (5) – There will be five Class Exercises that will be distributed in class. Some may span more than one class, but your completed papers will be collected for credit. If you are in class for these exercises and you submit the paper, you will get credit. An exception is for Class Exercise #4 (Modules 10/11) which has 2 parts. You must submit to Dropbox by due date, be in class for practice/submit hard copy in class that day in order to receive full credit. In some instances, you will be required to complete segments of the Class Exercise before coming to class. Class Exercises are worth 10 points each. (Total 50 points)
5. Application Project – Company Analysis Paper- The purpose of this assignment is to apply course concepts to individual company research. See Springboard for specific requirements. (Total 100 points)

Participation

As an adult learner, you most likely have multiple roles and commitments to juggle. In addition to being a student, you may be an employee, parent, a community leader, or a caregiver to a family member. If you are a full-time student, you are working to learn a wide variety of new skills and meet the expectations of multiple courses. Hybrid courses make it possible to manage your learning around those other roles, but you must carefully plan your education to make this work.

Responsible attendance means that you will plan your schedule so that you can meet course participation requirements and manage your time so that you can complete your assignments on or before the date they are due. The *tentative course calendar* will be posted on Springboard. If the calendar needs to be changed for any reason during the course implementation, a written notice will be provided.

You are expected to demonstrate participation in this course as follows:

1. You must review all course content posted to the Content tab in Springboard unless content is clearly labeled as optional. If an item is not labeled as optional, you can assume it is required.
2. You must login into the course frequently so you are up to speed on each week's topics and any assignments that are due.
3. Read all News Items if applicable.
4. You are responsible for completing and submitting all assignments to the course drop box before the due date. You are responsible for clearly labeling your papers so your instructor can clearly identify your submission. For example, use your first and last name in the filename along with the assignment name. You are responsible for submitting files in a format that can be opened such as .doc, .docs, xpdf, .ppt, .pptx, or .txt. Note that the University provides a Google Apps account for all students. You can use Google Apps to create files in these types. [Additional software you may need is listed here.](#)
5. You are responsible for maintaining copies of your work and verifying that your dropbox submission has been received. You will receive an email confirmation when you submit assignments. You will also be able to track your submission on Springboard.
6. You are responsible for completing all quizzes before the due date.
7. Technical challenges are not an acceptable excuse for missing deadlines. You must ensure that you have access to a working computer at all times. Please do not wait until the deadline to submit assignments. If you do experience technical issues, please contact Zip Support and ensure that the issue is tracked through the Footprints ticketing system.
8. If you have any questions or concerns about any of the assignments or your performance, please contact your instructor immediately. Do not wait until the assignment is due OR the performance cannot be rectified.
9. Taking notes is a proven technique to improve your listening skills. Good listening skills are highly desired in the workplace. Some students shy away from taking notes because they don't think they can capture the lecture "word-for-word" so they rely on memory. The good news is that is not necessary to capture a full transcription of the lecture in order for notes to be useful. Challenge yourself to listen for the key points, key terms and directive comments from your instructor (e.g. "this is important to know", "there are 4 categories that we will discuss"). This approach will most certainly help you achieve a better grade in the course. See your instructor if you want some other ideas for taking good notes. Also, you might make use of the Note Outline posted for each module on Springboard. The Note Outline is a tool to help you organize the material covered in each module.
10. You will receive a name tent in this course. You are expected to bring/use it in each class. We learn by getting engaged; therefore, participation in large/small group discussion is expected. Articulating your point of view or any verbal communication is a necessary skill for all

professional workplaces. Our classroom is like a practice lab – take advantage of the opportunity. Make your time in this course count by being an active learner!

Withdrawal Policy

Official University Policy (Revised in Fall 2011)

Starting in Fall 2011, the University has revised its rules for dropping or withdrawing from a course.

For graduate and undergraduate students:

- A student may drop a course through the 15th calendar day of a semester or proportionately equivalent dates during summer sessions, intersession and other course terms. A "drop" will not appear on your transcript. The class simply "disappears."
- After the 15 calendar day period, students may withdraw from a course through the 49th calendar day of a semester or proportionately equivalent dates during summer session, intersession, and other course terms. If you withdraw, a "WD" will appear on your transcript. You should know that *a withdrawal may affect your financial aid, eligibility for on-campus employment and eligibility for insurance*. Speak with your adviser for details.
- A student who leaves a course without completing the coursework and without going through the withdrawal procedure *will be given an "F" in the course*.
- To process a drop or withdrawal from a course, access Zipline. No signatures are required.

Questions regarding your registration can be addressed by the [Office of the Registrar](#), 330-972-5400. [The official University Withdrawal Policy is located here.](#)

The new rules are intended to help you graduate on time. Students who withdraw on a regular basis often do not finish their programs and earn degrees. Students who withdraw frequently tend to deplete their financial aid too early. Further, a pattern of withdrawals sends the wrong message to potential employers or to graduate schools. It says, "When the going gets rough, I quit."

This is a summary of the Withdrawal rules. Your adviser can answer specific questions.

Incompletes

Incompletes indicate that the student has completed passing work but that some part of the work is, for good and acceptable reason, not complete at the end of the term. Failure to make up the omitted work satisfactorily by the end of the following term, not including summer sessions, converts the "I" to an "F". When the work is satisfactorily completed within the allotted time the "I" is converted to the grade that the student has earned.

In-Progresses

In-progresses indicate that the student has not completed the scheduled course work during the term because of the nature of the course does not permit completion within a single term, such as a project or work toward a thesis.

Student Ethics

Academic Honesty

Students at The University of Akron are an essential part of the academic community, and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. The University community is governed by the policies and regulations contained with the student Code of Conduct available in the Office of Student Judicial Affairs, Student Union 216, 330-972-2524.

[A brochure on the Student Code of Conduct can be downloaded here](#)

The University of Akron considers academic integrity an essential component of each student's personal and intellectual growth. Instances of academic dishonesty are addressed consistently. All members of the community contribute actively to building a strong reputation of academic excellence and integrity at The University of Akron.

It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials.
- Unauthorized copying of an assignment in computer programming, or the unauthorized examination or view of the computer, specifically during examinations.
- Possession and/or unauthorized use of tests, notes, books, calculators or formulas stored in calculators, phones, etc. not authorized by the instructor during an examination.
- Providing and/or receiving information from another student other than the instructor, by any verbal or written means.
- Observing or assisting another student's work, when not part of a group activity.
- Violation of the procedures prescribed by the professor to protect the integrity of the examination.
- Cooperation with a person involved in academic misconduct.
- Submitting the same assignment in two different classes.

Plagiarism and Academic Integrity

The University of Akron, University Libraries web site is an excellent source to help you, the student, understand plagiarism and how to avoid it. Other source for avoiding plagiarism:

<http://owl.english.purdue.edu/owl/resource/589/1/>.

NOTE: Plagiarism or cheating on exams or assignments will result in a grade of "F" for the course.

Additional Instructor Policies & Tips for Success

Reference other INSTITUTIONAL POLICIES on Springboard.

1. Late assignments: Late assignments may be accepted with appropriate penalty, unless otherwise noted.
2. Missing Class: If you must miss class, notify your instructor and make arrangements with a fellow student for notes, assignment updates, schedules or other relevant information. DO NOT send emails to your instructor asking “Did I miss anything?”
 - a. If life gets in the way and you have to be out of class for more than one session, get with your instructor in advance to discuss your plan to keep up with the material. In the extreme case where you have to be out for a period of time, please notify your instructor immediately. It is much easier to create a plan for success with time left in the semester!! Most situations, no matter how unique, can be managed; but timely communication with your instructor is essential!!
3. Quality Work: Assignments must be typed and free from errors in grammar, punctuation, spelling and word usage. A well-written paper presented in a professional manner will convey the author’s meaning in a clear, compelling and convincing manner. Be sure your papers are reflective of your status as a university student and future business professional. If necessary, access the UA Writing Lab for tutoring. Assignments may be returned for revision.
4. Course Schedule: The schedule is tentative and is subject to change with appropriate notice to students. An email will be sent to you if class is cancelled. In that case, you will still be responsible for material on the schedule. Due dates for homework and quizzes will not change.
5. Grades: Failure to complete any course assignment and/or to attend scheduled classes may be grounds for significant reduction in a student’s final course grade.
6. E-mail & Springboard: Please access your University of Akron email account on a regular basis to receive messages relative to this course from your instructor. Access Springboard for course related documents and grades. If you receive an email from your instructor that requires a response, please do so within 24 hours.
7. Code of Conduct & Professionalism: Refer to UA link at <http://www.uakron.edu/orc/docs/41-02f.pdf>. This is a college level course and you are expected to observe the highest standards of conduct. Any behavior that disrupts or detracts from the progress of the class will result in disciplinary action. You must be on the roster to attend this class. Guests (friends, family members, and children) are not permitted in class. Student guests (e.g. high school student) may attend with permission from instructor. Please remove sunglasses during class.
8. Technology: Your phones should be off or silent during class. Do not text in class – it is both distracting and disrespectful to your fellow students and the instructor AND it impacts your learning. You may use your laptops and tablets during class for class purposes only. Use of technology for non-class related activities may result in loss of those privileges and impact your grade.
9. Discrimination & Harassment: The classroom should be an environment that is free of discrimination and harassment based on a person’s sex, race, color, age, religion, disability, ancestry, or national origin, consistent with applicable laws. All students and employees should respect the rights, opinions and beliefs of others. Discrimination against or harassment of any person because of sex, race, color, age, religion, disability, ancestry or national origin is strictly prohibited whether directed at an employee, student or others associated with the University. No one may subject another employee or student to any unwelcome conduct of a sexual nature.

10. Exam Policy:

- a. Remove hats and sunglasses.
- b. Arrive on time. NO exams will be distributed after the first person has finished. If you arrive after the first person has finished, you will receive an "F" for the exam.
- c. In certain extenuating circumstances, exams may be made up, BUT ONLY with pre approval from the instructor. You must contact your instructor BEFORE the exam or in case of extreme emergency, as soon as possible.
- d. Your desktop must be completely clear with your personal items stored out of sight.
- e. Once the exam as begun, you may NOT leave the room without permission from the instructor and then, only in an emergency. Leaving the room without permission will result in an "F" grade on the exam.
- f. If you have a question about something on the exam, complete the rest of the exam first. You may approach the instructor to ask questions during the last 10 minutes of the exam period only.
- g. Reference UA Exam Schedule for final exam during finals week. That day/time will also be announced in class. However, plan for the final to be during finals week as scheduled by the University.