SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE PROPOSAL FORM

Principal Faculty Member Proposing Course: Jim Bardi
College: Health and Human Development
Department or Instructional Area: School of Hospitality Management
Type of proposal: __Add  _X__Change  __Drop
Type of review requested:  _X__Full  __Expedited (See Guide to Curricular Procedure for definitions of a full or expedited review.)

Current Course Designation:  Abbreviation HRIM (max 5 spaces) Number 295
Current Course Title Analysis Of Field Experience I

Proposed Course Designation:  Abbreviation _HRIM_ (max 5 spaces) Number 295W
Proposed Course Title Analysis Of Field Experience I

Complete for special categories of UNDERGRADUATE (001-499) course proposals (check, if appropriate):

General Education:

__ Writing/Speaking (GWS)
__ Quantification (GQ)
__ Health and Physical Activity (GHA)
__ Natural Sciences (GN)
__ Arts (GA)
__ Humanities (GH)
__ Social and Behavioral Sciences (GS)

Bachelor of Arts:

__ Foreign Language
__ Arts
__ Humanities
__ Natural Sciences
__ Quantification
__ Social and Behavioral Sciences
__ Second Foreign Language
__ Other Cultures

United States and International Cultures:

__ United States Cultures (US) Permanent
__ International Cultures (IL) Permanent
__ Both US and IL

Writing:

_X_ Writing-Intensive (W) Permanent
__ One-semester (W)

Honors:

__ Honors (H)
__ Honors/US:IL (U)
__ Honors/Writing (M)
__ Honors/1st-Yr Seminar

Complete for Law Courses:

Anonymous  __Yes__ No
Grading  __Yes__ No
Credit Only  __Yes__ No
SUBMITTED BY __________________________ Date 2-15-07

Head of Department (or person in charge of instructional area)

REVIEWED BY __________________________ Date 3-5-07

College Representative (Senate Committee on Curricular Affairs or Graduate Council Subcommittee on New and Revised Programs and Courses)

APPROVED BY __________________________ Date 3-21-07

Dean of the College (or appropriate administrative officer)

After securing signatures, submit the following to the Curriculum Coordinator, University Faculty Senate, 101 Kern Graduate Building: (1) FULL REVIEW UNDERGRADUATE proposals, 1 copy of this form and 25 copies of supporting documentation; (2) FULL REVIEW GRADUATE proposals, 1 copy of this form and 15 copies of supporting documentation; (3) EXPEDITED REVIEW PROPOSALS, 1 copy of this form and 4 copies of supporting documentation

Graduate School office use only:

REVIEWED BY __________________________ Date __________________

Dean of the Graduate School

RECOMMENDED BY __________________________ Date __________________

Graduate School Subcommittee
SUPPORTING DOCUMENTATION REQUIRED FOR CHANGED COURSES

If the course is offered by several colleges, consultation from the other colleges, with the appropriate Deans' signatures, should be provided.

A University Bulletin listing:
   1. Present Bulletin listing
       1. Abbreviation HRIM
       2. Number 295
       3. Title Analysis Of Field Experience I
       4. Abbreviated title (18 bytes or less) Field Exp I
       5. Credits 2
       6. Description (20 words or less) Directed written and oral analysis of the 500-hour hospitality working experience, focusing on the physical and social environment.
       7. Prerequisite(s) None

2 Proposed Bulletin heading (list only the changes)
   1. Abbreviation
   2. Number 295W
   3. Title
   4. Abbreviated title (18 bytes or less)
   5. Credits 3
   6. Description (20 words or less) Capstone class integrating content from throughout the previous curriculum, including directed written analysis of the 500-hour hospitality working experience.
   7. Prerequisite(s) HRIM 201, 204, 250, 335, and 380

B Course Outline (optional for course changes qualifying for expedited review):
   Brief outline of the old course content
   1. Hospitality Organization
   2. Marketing Analysis
   3. Human Resource Practice
   4. Food Production Analysis
   5. Physical Plant Considerations
   6. Lodging Operations

   Brief outline of the new course content

   1. Hospitality Organization
2. Marketing Analysis
3. Human Resource Practice
4. Food Production Analysis
5. Physical Plant Considerations
6. Lodging Operations
7. Career Development – additional 10 hours
8. Management Practice and Strategic Planning – additional 10 hours
9. Financial Statement Analysis – additional 10 hours

C. Course Description
This course is designed for current and future operators of lodging, commercial, and on-site (institutional) operations. It will provide the opportunity for students to apply their theoretical knowledge from previous course work in the major to the hospitality world-of-work. The various course modules will incorporate writing as a mode to allow students to further explore their understanding of hospitality organization, marketing analysis, human resource practice, food production analysis, physical plant considerations, lodging operations, career development, management practice, and financial statement analysis. Case studies and other applied activities through written interpretation will be used to illustrate human resource practices, career development as well as other topics. This course will provide students with opportunities to develop written skills necessary to communicate effectively as hospitality professionals.

The topics typically include:

- Organization of an hospitality environment
- Demographic trends vs advertising applications
- Employment laws
- Employee coaching
- Food production planning for productivity and control
- Organization of a physical plant
- Operations and quality control in lodging
- Opportunities for continuing hospitality career development
- Strategic planning in the hospitality industry
- Reviews of financial statements

D. Faculty Name: James Bardi

E. Justification statement:

1. The additional 1 credit is required because of the addition of three new topics: career development, management practice and strategic planning, and financial statement analysis as well as the “W” designation. The content addition of career development, management practice, and financial statement analysis will assist students in their application of those concepts to their professional development. It will allow them to gain confidence as they apply theoretical concepts from their work place. The “W” designation will
encourage students to practice their application of previously acquired academic concepts in hospitality management, food production, marketing, lodging, and career development.

2. Evaluation Methods: Evaluation methods include written assignments and written analysis of case study assignments. Quizzes and a final examination may be included. A writing rubric will be given to students prior to assignments to establish writing criteria for evaluation. Written assignments that do not meet instructional objectives for either content or writing must be re-submitted until objectives are met. Instructors provide continual and ongoing guidance on the applications of both criteria. Non-graded writing assignments will also include a selection of journaling, online discussions, peer review and editing, and student reflections on both written communication and current hospitality issues.

3. Relationship to other courses: This course is considered a capstone course integrating content from all previous course in the major.

4. Relationship of course to major: This course is a required course for all students in the 2HRIM major.

5. Consultation has occurred with other departments at University Park, Penn State World Campus, and Penn State Berks.

6. No technology needs are required to offer this course.

7. One section of HRIM 295W will be offered every academic year on the World Campus with an expected enrollment of 5-10 students. HRIM 295W will be offered at least once a year at the Berks Campus. Maximum enrollment will be 20 students.

8. Effective Date: The first published Schedule of Courses listing the changed course following approval on the Senate Curriculum Report.
Supporting Documentation for Writing-Intensive Course Proposal – HRIM 295W

a. Statement of the expected course enrollment and the number of section offered per semester

b. A concise explanation of how the proposed course will fulfill each of the following criteria:

(1) Writing Assignment Design

Formal and informal individual writing assignments are designed to help students investigate the course subject matter in hospitality organization, marketing analysis, human resource practice, food production analysis, physical plant considerations, lodging operations, career development, management practice, and financial statement analysis. Students can use the information they have gathered from these writing exercises to assist them in applying the information to their professional careers. Students will have numerous opportunities to develop written skills necessary to communicate effectively as hospitality professionals. Assignments are distributed to the students in writing.

(2) Treatment of Writing as a Developmental Process

Students are afforded opportunities to practice writing throughout the semester, with emphasis given to writing as a process that describes the results of different segments of the hospitality industry as they relate to operation of a hospitality organization.

Opportunities to receive written and verbal feedback from the instructor and classmates, and to revise and resubmit assignments based on that feedback, through several iterations, ensures that students have the opportunity to develop their writing skills.

(3) Written Feedback from the Instructor

The instructor will be the principal source of written feedback to the student on all assignments. Students will receive additional written and oral feedback from members of the class. Comments as to how the goals of the assignments were met, and specific suggestions for further improvement, help students to enhance their written communication skills. Feedback on subsequent re-submissions of assignments will indicate how writing has improved and can be further refined. Giving and receiving writing feedback is considered part of class participation.

(4) Evaluation of Writing

Writing will be evaluated by the instructor. Rubrics for evaluation of writing content and style are included in the syllabus. Criteria for assessing writing quality include the following:

• writer’s ability to direct the material to intended audience in each assignment;
• development of both content and reasoning;
• adherence to conventions of the hospitality management profession;
• accuracy of the information presented;
• citation and integration of sources; and
• grammar, syntax, and spelling.

Writing assignments represent 50 percent of each student’s final grade.

c. A copy of the course syllabus is attached. It includes a statement of course objectives, a definition of writing-intensive teaching that helps students see how this “W” course is different from other courses that assign writing, a sequence of class activities, references to writing assignments, and weight of writing assignments in relation to the final course grade.

d. Examples of the actual writing assignment sheets the instructor plans to use in the course.

Attached as part of sample syllabus
SYLLABUS
HRIM 295W
Analysis of Field Experience I (3 credits)

Section 1
Dr. James Bardi
142 Franco
Penn State Berks
610-396-6123
jxb21@psu.edu

Office Hours:
Mon. 9:30 am to 11:00 am EST
Tues. 12:15 pm to 1:30 pm EST
Fri. 10:30 am to 11:45 am EST

COURSE OBJECTIVES

Students will know how to use material from a previous HRIM course(s) to:

1. Develop an organization for a hospitality environment
2. Collect, illustrate, and differentiate demographic trends and advertising applications.
3. Implement components of employment laws
4. Relate food production planning activities and control principles to a hospitality environment.
5. Extend organization of a physical plant to a hospitality environment
6. Assess operations and quality control in a lodging environment
7. Explore hospitality career development
8. Articulate the strategic planning process
9. Determine the importance of various financial statements in the hospitality industry.

PRE-REQUISITES:
HRIM 201, 204, 250, 335, and 380

METHODS FOR ACHIEVING OBJECTIVES

1. Discuss work-site operational-organizational designs vs theoretical designs. This will involve writing assignments.
2. Review U.S. government zip code data base and discuss demographic trends as it relates to their work place. This will involve writing assignments.
3. Evaluate case studies on application of employment laws. This will involve writing assignments.
4. Use menu engineering principles to review food production planning activities. This will involve writing assignments.
5. Evaluate case studies on application of physical plant in hospitality facilities. This will involve writing assignments.
6. Use total quality management concepts to assess quality control in a lodging environment. This will involve writing assignments.
7. Develop a career goal and action plan. This will involve writing assignments.
8. Utilize case studies to illustrate planning process. This will involve writing assignments.
assignments
9 Review Profit & Loss Statement and Balance Sheet statements This will involve writing assignments.

REQUIRED TEXTS
Free on-line subscriptions to
1. Hotel On-Line com http://www.hotel-online.com ;
2. Smart Brief http://www.smartbrief.com/nra/index.jsp

WRITING
The "W" suffix to this class means that this is a writing intensive class As such, your writing will serve to facilitate applying the management subject matter from your hospitality work experience to your previous HRIM course work, and writing assignments are designed to develop the skills necessary for success as a hospitality manager The quality of your writing represents 50% of your final grade

You should expect to be writing most of the time (papers such as memos, business letters, critiques, reports, and short essays ) Contents of a memo will include, for example a memo to an owner on the highlights of a recent Profit & Loss Statement and your intended action plan; a critique will include a short review of an article found on Hotel On-Line com concerning total quality management in the lodging industry; or a summary for a proposed action plan from a case study that highlights a planning process.

The papers that you turn in are of professional standards in terms of content, grammar and spelling, grammar, spelling, presentation, and appearance Special attention is paid in the course to grammar, punctuation, and spelling, but also to your ability to express what you want to say. It is expected that you will write at a college level. You may re-submit all papers throughout the semester up until the final submission date announced by the instructor. Re-submitting papers does not necessarily result in a better grade, but you will get additional feedback and perhaps increase your grade.

FEEDBACK
All members receive considerable written and oral feedback from the instructor, teaching assistant, and members of the class Comments as to how the goals of the assignment were met, along with specific suggestions for further improvement will help you to better enhance your communication skills Feedback is considered part of class participation.

PEER EVALUATIONS
In business settings, evaluating performance is an important management communication skill On occasion, business professionals also critique presentations Peer evaluations provide an opportunity for you to sharpen your critical, analytical, and listening skills Moreover, your comments will help your colleagues gain insights into their effectiveness as writers and speakers Be candid when giving comments and open when receiving criticism During the course of the semester, you will be asked to complete a number of written evaluations of your colleagues' written work on the ANGEL website. Your job as
a critic is to convey your honest reactions as specifically and graciously as possible. Consider the following guidelines for providing feedback:

- Describe the writing behaviors; don’t judge them.
- Support your observations with specific references to the written work.
- Begin with positive comments and move to specific areas of weakness and/or suggestions for improvement.
- Avoid overkill. Focus on the significant strengths and weaknesses. No evaluator can comment on everything; no writing can absorb every possible claim.

**GRADING**

<table>
<thead>
<tr>
<th>Component</th>
<th>Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Design</td>
<td>8%</td>
</tr>
<tr>
<td>Zip Code Data</td>
<td>8%</td>
</tr>
<tr>
<td>Employment Laws</td>
<td>8%</td>
</tr>
<tr>
<td>Food Production</td>
<td>8%</td>
</tr>
<tr>
<td>Physical Plant</td>
<td>8%</td>
</tr>
<tr>
<td>Total Quality Management</td>
<td>8%</td>
</tr>
<tr>
<td>Career Goal</td>
<td>8%</td>
</tr>
<tr>
<td>Planning Process</td>
<td>8%</td>
</tr>
<tr>
<td>Financial Management</td>
<td>8%</td>
</tr>
<tr>
<td>Journaling and class discussion</td>
<td>4%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>24%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**HRIM 295W Grade Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92</td>
<td>100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>89</td>
<td>91</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>86</td>
<td>88</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83</td>
<td>85</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>79</td>
<td>82</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>76</td>
<td>78</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>70</td>
<td>75</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>60</td>
<td>69</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>59</td>
<td>0.0</td>
</tr>
</tbody>
</table>
SAMPLE GRADING RUBRICS FOR WRITTEN ASSIGNMENTS
Each assignment will be receiving two grades; one for writing and one for content. The following rubrics are meant to give you a general guideline of the grading scale used in the class.

Table 1 – Content Grading Rubric

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| A     | 1. Outstanding explanation, superior supporting information  
       | 2. Insightful, brilliant, creative and original analysis and thoughts  
       | 3. Goes well beyond minimum required for assignment |
| A-/B+ | 1. Excellent reasoning, solid support from examples, figures and text  
       | 2. Substantial, interesting and original analysis and thoughts  
       | 3. Goes beyond minimum required for assignment |
| B/B-  | 1. Average job, does what the assignment asked  
       | 2. Decent reasoning or explanations and supporting material  
       | 3. References are integrated smoothly |
| C+/C  | 1. Generally correct but some inaccuracies and misunderstandings  
       | 2. Coverage is accurate but cursory References are out of context  
       | 3. Meets only the minimum required for a complete answer |
| D/F   | 1. Unclear explanation; vague; inadequate understanding; major flaws in reasoning or explanations; lacks supporting information  
       | 2. Doesn’t effectively address the assignment |
| No Credit | Missing or Plagiarized |

Table 2 – Writing Grading Rubric

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1. Outstanding Paper – Goes beyond grammatical correctness to real readability, a sense of style</td>
</tr>
<tr>
<td>A-/B+</td>
<td>1. Excellent paper – organized, interesting, very few spelling or grammatical errors. Does not read like a first draft</td>
</tr>
<tr>
<td>B/B-</td>
<td>1. Above average paper – reasonably organized, serviceable prose, a few spelling or grammatical errors. Reads like a first draft that has been minimally edited</td>
</tr>
</tbody>
</table>
C+/C 1. Average paper – organization and sentence structure need improvement, several spelling and grammatical errors. Reads like a first draft.


F 1. Unacceptable paper – similar problems to a D paper but worse. Must be redone.

No Credit 1. Missing or Plagiarized

TENTATIVE COURSE SCHEDULE

Week 1 – Self Introduction
Week 2 – Organizational Design; theories of organization
Week 3 – Marketing Applications – zip code analysis; advertising applications
Week 4 – Employment Laws I – legal issues
Week 5 – Employment Laws II – interview issues
Week 6 – Food Production – menu engineering applications
Week 7 – Paper – draft # 1
Week 8 – Physical Plant Analysis
Week 9 – Total Quality Management Principles
Week 10 – Total Quality Management Applications – Lodging
Week 11 – Career Goal & Action Plan
Week 12 – Planning Process
Week 13 – Paper – draft # 2
Week 14 – Profit & Loss Statement and Balance Sheet Statements
Week 15 – Final paper

Final Paper – A final paper is required with the following guidelines.

1. Students choose a topic of their choice to further explore its content

   · Organizational Design
   · Hospitality Marketing
   · Employment Laws
   · Food Production
   · Physical Plant
   · Total Quality Management
   · Planning Process
   · Financial Management

2. The content of the paper should address your interest in the subject as it will apply to your future career. For example if you chose employment laws, how would Equal
Opportunity Laws affect your ability to manage a diverse workforce? Or, if you chose financial management as a topic, what would data from the Profit & Loss statement mean to me as a restaurant manager as I plan a budget? It should be theory-based and based include examples from your hospitality work experience.

3. There are two drafts for the paper; draft #1 is due week 7 – draft #2 is due week 13. Students will be provided feedback from the instructor. Please refer to the rubric included in this syllabus.

4. Documentation for sources is required.

5. The length of the paper should be about 850-1000 words.

6. The grading for the paper is as follows:

   Draft #1          – 4%
   Draft #2          – 6%
   Final Submission  – 14%

   TOTAL            – 24%

SAMPLE WRITING ASSIGNMENTS

1. Example Writing Assignment – Interview Questions

   Prepare an outline for interviewing a sous chef. Include details of the components of what you need to research ahead of time and the type of questions you want to ask in the interview.

2. Example Writing Assignment – Planning Session

   Prepare an agenda for a weekly manager’s meeting that will address food cost reduction. Each division within the food service department has to reduce their costs by 5%. What concepts would you include in the agenda?

3. Example writing assignment – Total Quality Management

   Five of the six comment cards indicate there are concerns with lack of courtesy at the front desk in your hotel. How would you apply Total Quality Management to this situation?

4. Example writing assignment – Employee Coaching

   You’ve been working with the wait staff team to improve accuracy with orders placed to the kitchen and then delivered to the guest. Write a memo to the employees to commend them for the improvements you’ve seen.
<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>2</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mechanics</strong></td>
<td>Well-structured sentences. Punctuation, spelling, subject and verb agreement, concise structure – 100% correct. Correct memo format used</td>
<td>Few sentence errors. Punctuation, spelling, subject and verb agreement, concise structure – 3-5 errors. Memo format not correct.</td>
<td>Sentence errors throughout. Punctuation, spelling, subject and verb agreement, concise structure – more than 7 errors. Not in memo format.</td>
</tr>
<tr>
<td><strong>Content/Audience</strong></td>
<td>Style and tone is appropriate for audience. Content meets intent of assignment. Clear, concise writing. Uses active voice. Holds reader’s attention. Avoids jargon.</td>
<td>Style and tone mostly appropriate for audience. Content mostly meets intent of assignment. Parts of memo are clear and concise. Passive voice used occasionally. Some parts hold reader’s attention.</td>
<td>Style and tone not appropriate for audience. Content does not meet intent of assignment. Memo is not clear or concise. Passive voice used. Does not hold reader’s attention.</td>
</tr>
<tr>
<td><strong>Coherent/Cohesive overall</strong></td>
<td>Opening captures reader’s attention. Purpose communicated clearly. Big picture explained then details provided. Writing flows well. Closing ties together all ideas.</td>
<td>Purpose not entirely clear. Writing is not completely logical and details are missing. Flow is choppy. Closing is not complete.</td>
<td>Opening is dull. Purpose is not clear. Writing is disorganized and illogical. Transitions are missing. No closure to writing.</td>
</tr>
<tr>
<td><strong>Paragraphs</strong></td>
<td>Follow logical order. Topic sentence is clear. One key point per paragraph with supporting details. Writing is concise.</td>
<td>Order of thoughts isn’t always logical. More than one key point per paragraph. Some supporting details missing. Writing is wordy.</td>
<td>Random order to thoughts. Key points and supporting details are missing. Writing rambles.</td>
</tr>
</tbody>
</table>

Remember to include strengths, areas for improvement and at least one insight. Be sure you also include the readability scores for your memo.
Academic Integrity (Senate Policy 49-20)
Definitions and expectations: Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University’s Code of Conduct states that all students should act with personal integrity, respect other students’ dignity, rights, and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the work completed by others. To protect the rights and maintain the trust of honest students and support appropriate behavior, faculty and administrators should regularly communicate high standards of integrity and reinforce them by taking reasonable steps to anticipate and deter acts of dishonesty in all assignments. At the beginning of each course, it is the responsibility of the instructor to provide students with a statement clarifying the application of University and College integrity policies to that course.

Academic and disciplinary sanctions (ACUE Policy G-9) The University procedures provide for two types of sanctions: academic and disciplinary. Academic sanctions range from a warning to removal from the academic program, and include deductions of points or alterations in grades. Academic sanctions are determined and assigned by the instructor or by the instructor together with the College Academic Integrity Committee. Disciplinary sanctions may be recommended by the instructor, the College Committee, or the Associate Dean, and are assigned by the Office of Judicial Affairs. The SF grade is a disciplinary sanction that is only assigned with the concurrence of the instructor, the College Academic Integrity Committee, and Judicial Affairs.

To implement the University policy on academic dishonesty, the College of Health and Human Development will encourage the following procedures to minimize dishonest behavior by students. These procedures include practices for faculty that will foster honest scholarship and defines dishonest actions, and provides a standard protocol to be used by all instructors in handling cases of suspected academic dishonesty.

Faculty Conduct
Although students should be aware of the fact that they are expected to be honest, faculty are responsible for stating their expectations for academic honesty as part of the grading policy for every course. All course syllabi will be required to contain a statement on this topic. In addition, the instructor will be responsible for clearly stating to students expectations for such items as group work, take-home assignments and exams (if used), for supporting information or assistance devices if allowed in examinations. It is the responsibility of the instructor to provide sufficient proctoring for examinations.

Student Conduct
All course work by students will be done on an individual basis unless an instructor clearly states that an alternative is acceptable. Any reference material used in the preparation of an assignment, whether quoted or paraphrased, must be explicitly cited. In an examination setting, unless the instructor gives explicit prior instructions to the contrary, regardless of whether the examination is in-class or take-home, violations of academic integrity shall consist of any attempt to receive assistance from any person or papers or electronic devices, or any attempt to give assistance. Other violations include, but are not limited to, any attempt to gain an unfair advantage in regard to an examination such as tampering with a graded exam or claiming another’s work to be one’s own.

Instructors Note: A self-study module has been added to the course’s ANGEL website to answer your questions with regard to academic integrity and to assist you with proper citation of resources used. You may also consult with the instructor at any time to discuss questions or concerns that you may have.
DISABILITY ACCESS STATEMENT

The Pennsylvania State University encourages qualified persons with disabilities to participate in this programs and activities and is committed to the policy that all people shall have equal access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access please tell the instructor as soon as possible.

12/14/2006