NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus.

Organization Theory and Behavior
H536
3 Credits On-line

Instructor name: Nancy Seifert, PhD. FACHE
Instructor email: Nancy.Seifert@oregonstate.edu
Instructor phone: 503.580.3934 (mobile)
Link to instructor bio or website: http://health.oregonstate.edu/people/seifert-nancy

COURSE DESCRIPTION:
H 536. HEALTHCARE ORGANIZATION THEORY AND BEHAVIOR (3).
Administrative practice in health care settings with emphasis on long-term care and acute care services. Provides a framework for health care systems and managerial process and roles. Focus on operations, planning, marketing, human resources, finance, productivity and control as well as emerging trends in health services.

This course provides an overview of organization theory and behavior in health care organizations. The emphasis is on developing an understanding of the factors and forces that influence the structures, behaviors, and operations of health care delivery organizations. This understanding will be developed through consideration of organizations, their environments, and the roles of individuals working in management.

This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.
Canvas
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

LEARNING RESOURCES:  Text
Required:
- Borkowski, Nancy, Organizational Behavior, Theory and Design in Health Care, 2009

NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

STUDENT LEARNING OUTCOMES:
Explain the linkage of classical organization theory to modern management practice in health services organizations
1. Apply ideas of organization design to analyze health services organizations Develop or improve skills in team performance, problem-solving and decision making
2. Examine the role of leadership in healthcare organizations
3. Practice methods to enhance personal and small group communication
4. Distinguish barriers to organizational change and identify methods to overcome resistance to change
5. Use concepts and theories of organization behavior to understand variations in diverse cultures, communities and organizations

PROGRAM COMPETENCIES IN MPH HEALTH MANAGEMENT AND POLICY  Upon satisfactory completion of the degree mph IN Public Health, Health Management and Policy, the students will have met the program competencies found at http://health.oregonstate.edu/degrees/competencies.

Student Responsibilities
Incompletes — Take this course only if you plan to finish it in a timely manner (during this term). I assign an "I" or incomplete only when there is a strong and compelling case for doing so (e.g., health reasons, military commitment). I will not consider assigning an incomplete unless the individual has completed over 50% of the course tasks. Please note that students receiving incompletes are subject to assignment weight reduction (and consequently may not be eligible for A or A- grades) because some of their work will be submitted late.
Conduct in this online classroom — Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university’s regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded themselves. Disrespectful behavior to others (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) is unacceptable and can result in sanctions as defined by Oregon Administrative Rules Division 015 Student Conduct Regulations.

Communication
Please post all course-related questions in the General Discussion Forum so that the whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. The instructor will reply to course-related questions and email within 24-48 hours.

Communications: Ground Rules for Online Communication & Participation:
*Online threaded discussions* are public messages, and all writings in this area will be viewable by the entire class or assigned group members. If you prefer that only the instructor sees your communication, send it to me by email, and be sure to identify yourself and the class.

Posting of personal contact information is discouraged (e.g. telephone numbers, address, personal website address).

*Online Instructor Response Policy:* I will check email frequently and will respond to course-related questions within 24-48 hours. *Observation of "Netiquette":* All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. Here are a couple of references that discuss writing online: [http://goto.intwg.com/netiquette](http://goto.intwg.com/netiquette) o [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html) o Participate actively in the discussions, having completed the readings and thought about the issues.

*Me Too!*: The me-too post certainly is a frustration in the online environment and does not add any depth to the discussion or learning. In a study by Stodel, Thompson, and MacDonald (2006), “Learners got frustrated with the constant agreements and comments such as ‘Good point’ and ‘I agree’; feeling it made the conversation overly positive and fake.” Therefore be sure to post substantive ideas and avoid the “I agree” posts which just clutter up a discussion board.

- Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.
- Think through and reread your comments before you post them.

This course is offered through Oregon State University Extended Campus. For more information, contact:
Web: ecampus.oregonstate.edu Email: ecampus@oregonstate.edu Tel: 800-667-1465
• Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class.

Grammar, Spelling and Fonts
The Discussion Board is part of a college course, so your writing style should conform to the rules of Standard English. Here are some guidelines for all messages posted to the course's Discussion Board and course-associated emails:

• Avoid slang (e.g., "Wassup?", "Yo," and so forth). Don't curse. Use standard spelling:
  o you (not u), are (not r), to or too (not 2), you're (not ure), right (not rite), I (not i)
• Use the spell check. Mistakes in spelling and grammar reflect poorly on you, and they're not acceptable.
• Stick to standard fonts -- Times New Roman, Arial, Helvetica, 12 or 14 pt. -- and colors -- black or blue.
• DON'T WRITE THE ENTIRE POSTING WITH YOUR CAPS LOCK ON. IT'S REALLY ANNOYING.

Technology: Important Note: Students are responsible for a technology backup plan should circumstances dictate its use. Except in very unusual situations, grade changes, late assignments, tuition refund requests, and the like that are based on technology failure or on occurrences resulting in technology failure will not be considered.

• Students should develop in advance and then follow a backup plan for their computer and classroom information or data.
  Computer and/or hard disk failures do happen, and can result in a failed class, lost tuition, or simply a late assignment. Students are expected to ensure that they can continue to participate in class and also to complete assignments with minimal disruption to themselves or others.
   The key is to actually use the backup device on a periodic basis—daily, weekly, or monthly.

• Computers: In the event of a computer failure, students should have a plan to use another computer, such as at a local coffee shop, Internet café, library, or a work location; with a friend or family member; or on a second or even third computer at home. Students should use an extra external hard drive or portable drive and take their backed up data to use on this computer.

• Emergencies: Students should have a plan for finding another computer in the event of an emergency such as a power failure, natural disaster, fire, burglary, or loss of access to one’s home. As in the example above, students should use an extra external hard drive or portable drive and take their backed up data to use on this computer.

• Software: If another computer is needed in an emergency, that computer may not have the latest version of software available and thus may not be able to read a student’s document. Tip: Store two versions of a document—one in the latest and one in the previous version of the application, such as in Word 2007 and Word 2003. For example, Word 2003 cannot open a document stored in Word 2007 format, and if the Word 2007 document is backed up and the backup computer has Word 2003 installed, the document will not be able to be read, modified, or printed.
Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 7373474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Power Points:
Every module, there will be Power Point slides in the module folders that follow the textbook. These are required to view; there will quiz questions taken from the slides.

Evaluation of Student Performance
Discussion Participation
Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in our discussions on at least two different days each week, with your first post due no later than Wednesday evening, and your second and third posts due by the end of each week.

Discussion threads – 300 points  30 posts per week; 1 Original, and two responses to your colleagues
Original post due Wed.11:59 pm, PST, second and third posts due by Saturday 11:59pm PST. Our week Ends Saturday Midnight  PST
Remember to back up your statements with sources, textbook is a good source, and please put in APA style (Author, Year)
There are a total of 10 on-line discussion question assignments.

Grading rubric
20 points: 250 words for your original post.
All parts of question addressed. Please review the Discussion Etiquette” information above. APA format (author, year) and give credit: you must include at least one in-text citations Textbook is allowed
10 points: Two Peer Feedback Writing. “Great job” does not satisfy; the response must be a thoughtful comment and provide additional information/insight for the discussion question. Try to keep 75-100 words.
30 points total for EACH module discussion question.
Interview On-line presentation 500 points This includes, on-line presentation, two peer review analysis and written interview report.

“Reflections on Being a Professional and Working with Clinical Professionals”

Each Student will interview a Practicing Administrator or a Practicing Clinician—preferred MD or DO, but may also choose; RN, PA, NP, DC, DMD, DDS, DPM, etc. If you choose an Administrator, please select someone who has the position you hope to attain someday. (If you are a practicing clinician, please interview an administrator)

The objective of this project is to help you have a better understanding of the demand made daily on administrators, physicians and clinical staff and its effects on the attitudes and behaviors of our healthcare workforce throughout their careers. This understanding is essential to health services executives if they are to work effectively with clinical professionals.

To enhance your understanding of this process you will compile a list of specific questions to be delivered prior to your face-to-face interview. Prior to your interview you should familiarize yourself with the specialty of the clinician with whom you choose or the job duties of the administrator. As an observer, you should be careful to note how these professionals spend their work time and how they interact with other. (e.g. patients, families, nurses, medical students, attending staff, other physicians, or other administrators).

Written report: please turn in via canvas your written report on this activity. This is for my eyes only and not for classmate review. Please use APA format, and include the above in your report.

a. Grading rubric:
   1. 20 points for using APA format and including at least three journal citations
      1. Side headings, bibliography, page numbers, appendix, introduction, discussion and conclusion
   2. 20 points for proper grammar and free from typographically errors.
   3. 60 points for content: include information from above questions.

Presentation Option 1: A 10-15 slide presentation per video submitted via canvas-please provide the link. DUE: WEEK 8. Saturday at 5:00 pm PST., You may use PREZI if you do not have Power Point. Please create a minimum of 15 power point slides in your presentation but do not be limited by this number, if you keep in mind a 20-30 second discussion for each slide and a goal of about 15 minutes total should help you create a well-timed and energetic presentation. This minimum does not include appendix.

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Web: ecampus.oregonstate.edu Email: ecampus@oregonstate.edu Tel: 800-667-1465
**Presentation Option 2:** A 10-15 min YOUTUBE presentation. Please provide the link via canvas. DUE: MONDAY of Week 9: 5:00 Pacific Standard Time. For those of you who would prefer, you may make a 10-15 min YouTube presentation for the presentation.

**4 Competence Mastery** – 200 points. These assignments will contain the module’s readings, articles, ppt presentations;

These assignments consisting of multiple choice and true false.

This assignment is timed, approximately 1 minute per question. You are allowed to use open book, open notes to answer the questions. If you exceed the time limit on an exam, you will be assessed a penalty of 10% for every five minute interval beyond the time limit.

Each competency assessment is worth 50 points, 50 minutes, they are assigned during week 2, 4, 6, 10 and must be completed by Friday of the week by 5:00 PST

**FINAL GRADES:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion threads:</td>
<td>300</td>
</tr>
<tr>
<td>Interview Presentation</td>
<td>300</td>
</tr>
<tr>
<td>Peer review of Presentation 2 @ 50 points</td>
<td>100</td>
</tr>
<tr>
<td>Interview report write up</td>
<td>100</td>
</tr>
<tr>
<td>Four Competency assessments @ 100 pts each</td>
<td>200</td>
</tr>
</tbody>
</table>

A total of **1000 points** is possible for the course and the percentage of the total points obtained will be used to determine your grade according to the following:

**Grading rubric**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Grade</th>
<th>Grade</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
<td>84-86%</td>
<td>B</td>
<td>74-76%</td>
</tr>
<tr>
<td>90-93%</td>
<td>A-</td>
<td>80-83%</td>
<td>B-</td>
<td>70-73%</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
<td>77-79%</td>
<td>C+</td>
<td>67-69%</td>
</tr>
</tbody>
</table>

This course is offered through Oregon State University Extended Campus. For more information, contact:
Web: ecampus.oregonstate.edu    Email: ecampus@oregonstate.edu    Tel: 800-667-1465
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Assignments, Video Assignments, Reviews</th>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Online discussion</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Please post a brief bio of yourself, include interesting background information (i.e. work experiences, relevant volunteer, hobbies, etc. Please tell the class why you are taking this class and what you hope to gain, in other words why do you care about management theory. What comments from the book and article most intrigue you?) Also include ideas of whom you may wish to interview and why.</td>
</tr>
</tbody>
</table>
| **Week 1** | Introduction Overview and history of organizational theory | Please Take “Pre-test” Read Chapter 19-20 Organization Theory and Design View Power point presentation [http://oregonstate.edu/instruct/dce/h536/19/](http://oregonstate.edu/instruct/dce/h536/19/) [http://oregonstate.edu/instruct/dce/h536/20/](http://oregonstate.edu/instruct/dce/h536/20/)  | “Includes introduction and the overview and history of organizational theory, and strategy and structure Article of interest:  
<p>|      | Strategy and Structure                    |                                                |                                                                                                                                                                                                                                                                                                                                                                        |
| <strong>Week 2</strong> | The organizational structure at the macro level. Organization design parameters: internal characteristics | Please Take “Pre-test” Read Chapter 21-22 Organization at the macro level View Power point presentation <a href="http://oregonstate.edu/instruct/dce/h536/21/">http://oregonstate.edu/instruct/dce/h536/21/</a> <a href="http://oregonstate.edu/instruct/dce/h536/22/">http://oregonstate.edu/instruct/dce/h536/22/</a>  | <strong>Online discussion:</strong> “Using your personal experience, please describe an organization you worked with specifically addressing the type of structure utilized (Simple, functional, matrix, Divisional, etc. and whether it existed in an Organic or Mechanistic System). Please address the advantages and disadvantages you noted in the structure?” <strong>Goal for Week 2: Take the first Competency Mastery assignment. 50 questions, timed (1 min per question). This is an open book or open notes assignment. This will include all information from week 1 and week 2.</strong> |
|      |                                           |                                                |                                                                                                                                                                                                                                                                                                                                                                        |</p>
<table>
<thead>
<tr>
<th>Week 3</th>
<th>The individual at the Micro Level Overview and history Diversity</th>
<th>Create questions and make appointment for in-depth interview</th>
</tr>
</thead>
</table>

- **Please**
  - Take “Pre-test”
  - Read Chapter 1-2 The Individual in Organization Theory and Design
  - View Power point presentation [http://oregonstate.edu/instruct/dce/h536/1/](http://oregonstate.edu/instruct/dce/h536/1/)
  - View Power point presentation [http://oregonstate.edu/instruct/dce/h536/2/](http://oregonstate.edu/instruct/dce/h536/2/)

**VIDEOS**

- Stanford Medical School Diversity Video
- “Worlds Apart” a four series of scenario training for physicians”

**Article of Interest**


**Online discussion**

After viewing the Stanford Medical School physician training video, please offer at least one suggestion for each of the scenarios on how communication could be enhanced. Also include in your discussion how have you seen diversity issues impact the quality of care, the patient experience, and any stories you may wish to share”

**Goal for Week 3:** Research your interviewee’s place of work, conduct literature search on the specific type of organization and the issues they are facing. Perform a “google” search on the individual you have chosen.

**Preform the interview**
<table>
<thead>
<tr>
<th>Week 4</th>
<th>4</th>
<th>Attitudes and Perceptions</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Please Take “Pre-test”</td>
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<tr>
<td></td>
<td></td>
<td>Read Chapter 3-4 Attitudes and Perception,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Workplace communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>View Power point presentation</td>
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<tr>
<td></td>
<td></td>
<td><a href="http://oregonstate.edu/instruct/dce/h536/3/">http://oregonstate.edu/instruct/dce/h536/3/</a></td>
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<tr>
<td></td>
<td></td>
<td><a href="http://oregonstate.edu/instruct/dce/h536/4/">http://oregonstate.edu/instruct/dce/h536/4/</a></td>
</tr>
<tr>
<td>Article of Interest</td>
<td></td>
<td></td>
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<tr>
<td>Online discussion</td>
<td></td>
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</tr>
<tr>
<td>Open forum: You may discuss any topic, expand on a specific idea for this week’s discussion. All I ask is that you provide something of value for your fellow classmates to read, consider, or to think “outside the box”.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Goal for Week 4:</strong> Competency Mastery assignment. 50 questions, timed (1 min per question). This is an open book or open notes assignment. This will cover information from weeks 3 and 4.</td>
<td></td>
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</tr>
<tr>
<td><em>Begin your presentation preparation and your written report.</em></td>
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</tbody>
</table>
| Week 5 | 5 | Understanding Individual Behavior | Please Take “Pre-test”  
Read Chapter 5-6-7 Understanding individual behavior, Content theories of motivation, process theories and attribution  
View Power point presentation  
http://oregonstate.edu/instruct/dce/h536/5/  
http://oregonstate.edu/instruct/dce/h536/6/  
http://oregonstate.edu/instruct/dce/h536/7/  

Article of interest  
“What Great Manager Do”, Harvard Business Review, Buckingham, Marcus, 2005 | On-Line discussion: Please discuss your observations of manager’s using conventional wisdom in their management style and compare and contrast the techniques discussed in the article by Marcus Buckingham. Use experiences you have witnessed or observed. How can you use these ideas to enhance your personal leadership styles?  
This article was taken from the book “First Break all The Rules: What the World’s greatest Managers do” Highly recommend reading in your “leisure” time.  

*Goal for Week 5: continue presentation/report preparation* |
| Week 6 | 6 | Leadership | Please Take “Pre-test”  
Read Chapter 8, 9 Power and Influence; trait  
behavioral theories of leadership  
View Power point presentation  
[http://oregonstate.edu/instruct/dce/h536/8/](http://oregonstate.edu/instruct/dce/h536/8/)  
[http://oregonstate.edu/instruct/dce/h536/9/](http://oregonstate.edu/instruct/dce/h536/9/)  

Article of Interest  

Online discussion  
We have reviewed the elements of a manager’s power base. Discuss how you will develop your power base and how you plan on effectively using it to achieve organizational and personal goals.  

**Goal for Week 6:** Take Competency mastery assignment. This is worth 50 points and timed. (Approx 1 min per question). This will cover information from weeks 5 and 6 |
|---|---|---|---|
| Week 7 | 7 | Leadership continued | Please take pre-test  
Read Chapter 10 -11  
Contingency theories of leadership, contemporary theories of leadership  
View power Point presentations  
[http://oregonstate.edu/instruct/dce/h536/10/](http://oregonstate.edu/instruct/dce/h536/10/)  
[http://oregonstate.edu/instruct/dce/h536/11/](http://oregonstate.edu/instruct/dce/h536/11/)  

Article of interest  
Goleman, Daniel. "**LEADERSHIP THAT GETS RESULTS.**"  

Online discussion  
“Please discuss how the elements contained in the article specifically relate to your current (or future) career goals”  

**Goal for Week 7:** Finalize presentation/written report for posting. |
| Week 8 | 8 | **STRESS** | Please Take “Pre-test”  
Read Chapter 12-13 Stress in the workplace and stress management, conflict management.  
View Power point presentation  
http://oregonstate.edu/instruct/dce/h536/12/  
http://oregonstate.edu/instruct/dce/h536/13/ | Online discussion  
“How do you as an individual deal with stress and how will you help your employees implement a stress management program”  
(Optional alternative: create a video to answer this question.) |
|---|---|---|---|
| Week 9 | 9 | Groups and Teams | Please Take “Pre-test”  
Read Chapter 14 and 16 Overview of group dynamic and teams  
View Power point presentation  
http://oregonstate.edu/instruct/dce/h536/14/  
http://oregonstate.edu/instruct/dce/h536/16/  

Article of interest  
“We don’t need another hero” Joseph L. Badaracco, Jr. September, 2001 Harvard Business Review | Online discussion: What barriers have you personally dealt with in your team efforts? What could have been done to create a more successful team outcome? Please indicate if this was a virtual team or a face-to-face team.  
**Goal for Week 9: INTERVIEW PRESENTATION POST DUE MONDAY 5:00 pst**  
Please post your interview presentation. Begin to comment on two classmates presentations, respond to the ones with the fewest posts first. |
<table>
<thead>
<tr>
<th>Week 10</th>
<th>10</th>
</tr>
</thead>
</table>
| Managing organizational change | Please Take “Pre-test”
Read Chapter 18 Resistance to change and change management
View Power point presentation [http://oregonstate.edu/instruct/dce/h536/18/](http://oregonstate.edu/instruct/dce/h536/18/)| Online discussion: We are all aware of the barriers we have seen in our healthcare reform changes. As you have studied barriers and possible solutions to change resistance, please discuss your candid comments about our reform efforts and how you either would have done things differently, or what you can suggest as we move forward to help out population embrace the necessary changes we are realizing in our delivery system.

**Goal for Week 10:** Take final competency mastery assignment. This assignment is worth 50 points and is open book/open notes. Keep in mind approx. 1 min per question as this is a timed assignment. This will cover information from weeks 7,8,9, and 10

All peer reviews must be completed by 5:00 Saturday, PST.

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**Course Policies**

**Statement Regarding Students with Disabilities**

Accommodations are collaborative efforts between students, faculty and [Disability Access Services (DAS)](http://oregonstate.edu/admissions/disability/access/services) with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of
the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

**Expectations for Student Conduct**
Student conduct is governed by the university’s policies, as explained in the [Office of Student Conduct: Information and Regulations](#).

**Academic Integrity**
Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit [Avoiding Academic Dishonesty](#), or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:

a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.

b) It includes:

   (i) **CHEATING** - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

   (ii) **FABRICATION** - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

   (iii) **ASSISTING** - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).
(iv) TAMPERING - altering or interfering with evaluation instruments or documents.

(v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Conduct in this Online Classroom
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility. Tutoring
NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the Tools button in your course menu.

OSU Student Evaluation of Teaching
Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

COURSE SITE LOGIN INFORMATION
Information on how to login to your course site can be found HERE.

REFUND POLICY INFORMATION
Please see the Ecampus website for policy information on refunds and late fees.

This course is offered through Oregon State University Extended Campus. For more information, contact:
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