BA/ACCT 514
ETHICS OF BUSINESS
SPRING 2016

Professor: Dr. John Fraedrich
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Office Hours: M,W 10-12 or by Appointment

REQUIRED TEXT


COURSE DESCRIPTION

This course is an overview of the ethical concepts, processes, and best practices within business and Accounting. It addresses the complex environment of ethical decision making and organizational compliance in organizations as well as enhancing the awareness and decision making skills needed to contribute to responsible business conduct. MBA students will have a better understanding of the Accounting profession as it relates to the corporate social responsibility function within the 21st century. At the end of this course all should have a differential advantage in understanding values, the reality of business decision making, and be able to develop and implement an Ethics Evaluation. One of the most important aspects of the course is the learning what types of questions to ask within a firm.

COURSE OBJECTIVES

1. Discussion of the legal, social, and ethical aspects of business within a global context.
2. The cultivation of an analytical approach to ethical decision-making within business.
3. Awareness of global ethical and legal issues as they apply to business
4. The encouragement of analytical thinking and writing.
5. Basic understanding of Accounting and business ethics and functions.

I. CLASS DISCUSSION (10%)

It is important to share your business or cultural experiences. The second class period you will fill out a seating chart and that spot will be yours. If I don’t know who you are I cannot call on you in class. Class time will be spent lecturing on some important marketing constructs, case discussion, and participating in assigned article discussions. I randomly choose students to start the discussion and function as a moderator. Class participation is graded somewhat subjectively. You start with full credit and work your way down by not being prepared. The focus is on
application and meaningful dialogue. The following affects class participation (-10% each): Absences or being late (>5 minutes), failing to engage in discussions, not being prepared when called upon, and trivial banter that does not help the class. Pop Quizzes may also be used to grade this portion as well.

II. MBA STUDENTS: MNC CSR AUDIT USING SECONDARY DATA (50%)
Each Non MACC student will be assigned one MNC as defined by Fortune Magazine’s classification of the top 500 firms in 2015. The following headers are mandatory:

I. REVIEW OF MNC
   1. GROWTH HISTORY
   2. DESCRIPTION OF BOARD AND GENERAL MANAGEMENT (5-8 YEARS) IN DETAIL
   3. LEGAL STRUCTURE OF MNC (START TO PRESENT: CHART FORMAT)
   4. LAWSUITS AGAINST BOARD, UPPER MANAGEMENT AND MNC
   5. ETHICSPHERE RANING AND EXPLANATION.MEASUREMNT OF CONSTRUCTS (5 YEARS)

II. CORE AND ETHICAL VALUES
   1. CORE VALUES + CSR VALUES + INDUSTRY VALUES
   2. DEFINITIONS AND OPERATIONALIZATION
   3. MEASUREMENT (5 YEARS)

III. CONCLUSIONS AND DISCUSSION
   1. ITEMS NOT QUANTIFIED
   2. QUESTIONS NOT ASKED
   3. FUTURE PROBLEMS WITHIN MNC, INDUSTRY (SIC CODES), AND GOVERNMENTS

HINTS
   1. Start this paper early. Do not be fooled into believing that a cut/paste of a trade association’s Ethics Guidelines will suffice.
   2. Check the legal data bases (Lexis-Nexis, etc.) as well as the internet (No Blogs) for legal cases and issues within the industry.

EBSCO DIRECTIONS
1. Click on to SIUC Morris Library using your student id.
2. Click ONESEARCH (ARTICLES, DATABASES, BOOKS, DVDS, AND MORE)
3. Click RELATED LINKS AND EBSCOhost
4. In Choose Databases, check: Academic Search Complete, Business Source, Complete, Business Source Elite, and ERIC. Go back up to the top and click: Continue.
5. Play with the databases using different words such as: diversification, diversification strategy, diversification: when to and when not to, diversification and the risk/reward relationship, diversification and multinational corporations, etc.
6. Play with the functions “Limit To”, “Source Types”, and “Select a Field (optional)”.
7. If you don’t understand the statistics, go to the abstract, conclusions, and discussion sections for a better understanding.
CASE WRITE-UP STYLE SHEET: REFERENCES, TABLES, CHARTS, ANDGRAPHS

Title
Abstract
Text
Appendixes (if any)
References (double spaced with hanging indent)
Tables (include labels, titles, and notes)
Figures (include labels, titles, and notes)

CITATIONS
Citations are by the author’s last name and date of publication enclosed in parentheses without punctuation: (Kinsey 1960).

Multiple citations are listed alphabetically and separated by semicolons: (Gatignon and Robertson 1985; Green and Gold 1981).

Multiple citations by the same author(s) are separated by a comma: (Moschis and Moore 1978, 1979).

Citations are alphabetical. Articles by a single author precede coauthored works by that author. Coauthored works are listed alphabetically, name by name: (Green 1978; Green and Gold 1981; Green and White 1980).

The citation should stand just within a punctuation mark. When it is necessary to reference a particular page, section, or equation, the page number should be placed within the parentheses: (Andreasen 1984, 785). NB: no “p.” or “pp.” for page or pages.

If an author has published two or more works in the same year, list them alphabetically by title in the references, differentiated by letters after the date in both the reference list and the text: (1988a,1988b).

Two authors: always cite both authors (e.g., Green and Smith 1978).

Three authors: after first mention (e.g., Black, Jones, and Gould 1990), use first author’s name and et al. (e.g., Black et al. 1990).

Four or more authors: always use first author’s name and et al.

Be sure to use a comma at the end of a series before the conjunction (Green, Smith, and Jones).

No need to use cf., i.e., e.g., refer to, compare, see, or other abbreviations before proper names in citations. It’s obvious that you want the reader to refer to the citation.

OTHER GENERAL FORMATTING REQUIREMENTS
Use % following numerals. Do not spell out “percent” (unless it stands alone without a numeral or follows a number beginning a sentence, as in “Twenty-three percent of respondents…”).
Use abbreviations such as “i.e.” and “e.g.” (followed by comma) within parentheses only. Spell out “that is” and “for example” in the text.

Spell out "versus" in text (vs. in parentheses).

Use boldface for primary headings only.

Use italics (only very sparingly if at all) for emphasis in text.

Do not use quotation marks in text unless you’re quoting something directly or defining something.

Do not use quotation marks for emphasis.

Use one space only at the end of sentences and after colons (not two).

There is no hyphen in “poorly arranged,” “randomly selected,” etc. (no hyphen after ly modifiers).

Commas and periods always go inside quotation marks.

Use a comma at the end of a series before the conjunction (John, Peter, and Mary will receive…).

Do not use special formatting or section breaks. Use hard page returns to start a new section.

Do not leave any blank pages within text or between sections.

Dashes should connect the text on both sides—thank you! (That was example of the dash format.)

Do not use ampersands (&) and do not underline anything.

Just to confirm, DO NOT UNDERLINE ANYTHING.

Use 12-point Times Roman font throughout text (do not use narrow fonts). All text is double spaced (text, references, abstract, quotations from respondents, etc.). Do not set the spacing at “exactly 12” or anything else (use double spacing only). Do not use condensed characters or text of any kind.

**APPENDIXES**

If appendixes are provided (not necessary), they appear on a new page after the text and before the Reference section. Multiple appendixes are labeled with letters (Appendix A, Appendix B). A single appendix is labeled without the letters (Appendix).
REFERENCES

References must be double spaced with a hanging indent and begin on a new page following the text (or appendixes, if any). Authors should cite references judiciously, with the goal of including only those prior works of direct relevance and importance to the research reported. The reference list is not intended to serve as a bibliography; all unnecessary, redundant, or tangential references should be eliminated. Each reference should be cited in the text at an appropriate place. Do not include uncited works in the reference list.

List references alphabetically by last name of the first author. Subsequent authors in the entry are listed by first and last name. Articles by a single author precede coauthored works by that author. If a single author has more than one article, substitute a one-inch line for the name in the second and subsequent references. If an identical group of authors has more than one article, substitute a one-inch line for the same (identical) group of authors in the second and subsequent references.

Never use a line followed by names. If the names change, list them all. Arrange more than one work by an author or team of authors from the oldest to the most recent work, and alphabetically by title within the same year:

Moschis, George P. (1976), “Acquisition of the Consumer Role by Adolescents,” unpublished dissertation, the Graduate College, University of Wisconsin, Madison, WI 53706.


FORMATTING GUIDELINES FOR SPECIFIC REFERENCES

Periodicals: List author names, including first names, publication date, article title in quotation marks, unabbreviated name of the periodical in italics, volume number, issue designation (month, season, or number), and full page numbers:

Books: List author names, including first names, publication date, book title in italics, place of publication, and name of publisher:


Excerpts from books: List author names, including first names, publication date, article/chapter title in quotation marks, book title in italics, editors, place of publication, name of publisher, and excerpt page numbers:


Unpublished papers: References to working papers, presented papers, unpublished dissertations, and such must include author names, including first names, year of submission or presentation, and title in quotes. The words “report,” “working paper,” “review paper,” etc., are not capitalized unless the work is part of a numbered series. Include information about the sponsoring university or organization, such as name of department, college, city, state, and zip code.


Proceedings, edited works: Proceedings citations are treated as excerpts from an edited book. References must list author names, including first names, publication date, article title in quotation marks, conference proceedings title in italics, volume number, first and last names of the editors, place of publication, name of publisher, and page numbers:


Government publication

**Web sites and URLs**

**Newspapers**

**Reference with original publication dates**

Please note: There must be a reference for every citation, and a citation for every reference. Please do not include references that have no corresponding citations in the text, and please be sure that you have provided the complete reference for every citation.

**Tables**
Tables follow the list of references. Each table should be numbered consecutively, submitted on a separate page (one per page) and collated at the end of the manuscript. Do not insert tables in the text. Indicate appropriate table placement in the text as follows:

```
Insert table 1 about here
```

Refer to tables in text by number (e.g., table 1). When referring to tables, do not use “above,” “below,” “preceding,” “the following,” and the like. If there is only one table, number it as table 1 in the text.

Tables should consist of at least four columns and four rows; otherwise they should be left as in-text tabulations. Tabulations should not have titles or notes but should be described in the text’s preceding paragraphs. Do not insert the entire table in a text box. Use Word’s table feature with columns and rows.

**Specific Table Guidelines**

**Labels:** Tables must be numbered, and labels must be centered and typed in caps and lowercase.

**Titles:** Tables must have a short descriptive title, centered and typed in caps and lowercase.

**Capitals:** Only the initial letter of a given word, phrase, or columnar head in a table is capitalized.

**Heads:** All columns must have headings; each column head must relate to its subhead.

**Columns:** Decimals are aligned.

**Notes:** Notes cued by lowercase superscript letters appear at the bottom of the table below the rule, paragraph indented. Descriptive information in addition to any notes should be placed above the notes, paragraph indented.
Tables with text only should be treated in the same manner as tables with numbers (formatted as Word tables with rows, columns, and individual cells). Please do not use tabs and spaces. You can use sans serif fonts in tables (Helvetica, Arial).

**Figures**

Each figure should be numbered consecutively, centered at top of page, submitted on a separate page (one per page), and collated at the end of the manuscript—do not insert figures in the text. As described below, all titles, labels, and notes should be included with each figure in the main document. If there is only one figure, number it as figure 1. Indicate appropriate figure placement in the text as follows:

________________________

Insert figure 1 about here

________________________

Refer to figures in text by number (e.g., figure 1). When referring to figures, do not use “above, below,” “preceding,” “the following,” and the like.

**FOR GRADING PURPOSES**

I take letter grades for each of the following: Grammar, Spelling, Sentence Structure, Poor Writing Style, Plagiarized Material, Unlabeled Charts, Tables, or Graphs; Not explaining your tables and charts within your narrative, Not properly sourcing, Confusing a bibliography with a reference sheet, Boilerplate Language (i.e. giving me pages of information that is not germane to one of the four numbered sections), and Poor Supportive Research.

**There is no page limit**

**III. EXAMS (40%)**

There will be four exams that you will take via D2L. On the date given you will have from 05:30-22:30 to complete the assigned exam. There is a strict time limit. All exams will be handled via D2L except for the AICPA Ethics Exams.

**IV. MACC STUDENTS: CASE (10%)**

One Accounting Case will be given via D2L. Letter grades are taken off for improper or poor referencing of answers as they relate to specific AICAP materials, poor sentence structure, poor grammar, misspelled words, incorrect sourcing, improper or poor paragraph structure, and filler material.

**AICPA EXAM (40%)**

MAcc students will take an exam on the basic AICPA ethics concepts and issues as they relate to Auditing, Managerial Accounting, and Tax. There is a strict time limit. You may take the Exam twice and I will count the higher of the two.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/20</td>
<td>Lecture/Discussion/Seat Assignment: Chapter 1: Introduction, The importance of Business Ethics, Stakeholders, Corporate Social Responsibility, and discussion of Best Practices</td>
</tr>
<tr>
<td>1/25</td>
<td>Readings 1 and Home Depot Case (10) [Macc: Read AICPA Code]</td>
</tr>
<tr>
<td>2/1</td>
<td>Readings 2, and Monsanto Case (1)</td>
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<tr>
<td>2/8</td>
<td><strong>AICPA LECTURE 1 &amp; 2 (MBA OPTIONAL),</strong> (AICPA pp. 1671-1784)</td>
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<tr>
<td>2/10</td>
<td>Readings 3, Walmart Case (3)</td>
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<tr>
<td>2/15</td>
<td><strong>05:00- 23:30, Exam 1: Chapters 1-3 D2L</strong></td>
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<tr>
<td>2/15</td>
<td>Lecture/Discussion of Chapter 4: Institutionalization</td>
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<tr>
<td>2/17</td>
<td>Readings 4 and Google Case (7)</td>
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<tr>
<td>2/22</td>
<td>Discussion of Chapter 5: The Business Ethical Decision Making Process, (pp.1735-1739; 1757-1783)</td>
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<tr>
<td>2/24</td>
<td>Readings 5 and Insider Trading at the Galleon Group Case (12)</td>
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<tr>
<td>2/29</td>
<td><strong>AICPA LECTURE 3&amp;4 (AICPA pp. 1785- 2015)</strong></td>
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<tr>
<td>3/2</td>
<td>Lecture/Discussion of Chapter 6: Individual factors and Moral Philosophy</td>
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<td>3/7</td>
<td><strong>Due 22:30, MACC Case: You must Copy/Paste the question and provide your answers with citations.</strong></td>
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<tr>
<td>3/9</td>
<td>Readings 6, and NCAA Case (6)</td>
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<td>3/12-3/20</td>
<td><strong>SPRING BREAK</strong></td>
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<tr>
<td>3/21</td>
<td><strong>05:00-22:30, Exam 2: Chapters 4-6 D2L</strong></td>
</tr>
</tbody>
</table>
3/21  AICPA EXAM 1 (IN CLASS, NO MBA’S)

3/23  Chapter 7: Organizational Factors

3/28  Readings 7, and Starbucks Case (2)

3/30  Lecture/Discussion of Chapter 8: Developing an Ethics Program

3/30  Due 22:30, MBA DRAFT PAPER DUE

4/  Readings 8 and Whole Foods Case (13)

4/  Discussion of Chapter 9: Managing the Ethics Program,

4/  Readings 9, and Global Bribery Case (18).

4/13  05:00-23:30 Exam 3: Chapters 7-9 D2L

4/13  Lecture/Discussion of Chapter 10: Globalization Factors

4/18  Readings 10, Cardinal IG Case (16)

4/20  Discussion Chapter 11: Ethical Leadership

4/27  Readings 11, and Sustainability Case (4)

4/27  Due 23:30, MBA DRAFT PAPER DUE

5/2   Discussion of Chapter 12: Sustainability

12/7  Industry and Company Report Presentations (MACC OPTIONAL)

5/4   AICPA EXAM 2 IN CLASS (NO MBA’S)

5/4   05:00-23:30, Exam 4: Chapters 10-12 D2L

5/9   FINALS WEEK AS DISCUSSED IN CLASS*

*Syllabus can be altered at the discretion of the instructor.
Bold represents readings from the AICPA Code.

WEEKLY READINGS

READINGS 1: Business Ethics, Stakeholders, Corporate Social Responsibility
1.1   A Tool for Developing Ethical HR Policies and Practices.
1.2 Leadership Discourse, Culture, and Corporate Ethics: CEO-speak.
1.3 The Dissolution of Ethical Decision-Making in Organizations: A Comprehensive Review and Model.
1.4 The Benefit Corporation and Corporate Social Responsibility.
1.5 Corporations -- between Governance and Social Responsibility: the European Commission Approach.

READINGS 2: Ethical Issues
2.1 The Worldwide Academic Field of Business Ethics: Scholars’ Perceptions of the Most Important Issues.
2.2 Market research and the ethics of big data.
2.3 Taking Stock of Accounting Ethics Scholarship: A Review of the Journal Literature.

READINGS 3: The Institutionalization of business ethics
3.1 Federal Sentencing Guidelines.
3.2 SOX Act
3.3 UK Anti-Bribery Act
3.4 Ethics and Legislation
3.5 Dodd-Frank Act
3.6 Dodd-Frank Act Update

READINGS 4: The Business Ethical Decision Making Process
4.1 O’Fallon Review
4.2 The Personal Selling and Sales Management Ethics Research: Managerial Implications and Research Directions from a Comprehensive Review of the Empirical Literature.

READINGS 5: Individual Factors and Moral Philosophy
5.1 An Introduction of Epistemology to Business Ethics: A Study of Marketing Middle-Managers
5.2 The Positive Impact of Individual Core Values
5.3 A Twenty-First Century Assessment of Values Across the Global Workforce.

READINGS 6: Organizational Factors
6.1 (Un)Ethical Behavior in Organizations
6.2 RELATIONAL BUREAUCRACY: STRUCTURING RECIPROCAL RELATIONSHIPS INTO ROLES.
6.3 The double bottom line: Profit and social benefit
6.4 HALF A CENTURY OF MEASURING CULTURE: APPROACHES, CHALLENGES, LIMITATIONS AND SUGGESTIONS BASED ON THE ANALYSIS OF 121 INSTRUMENTS FOR QUANTIFYING CULTURE

READINGS 7: Developing an Ethics Program
7.1 Up to Code
7.2 Trials of Measuring Compliance Effectiveness
7.3 Balancing Ethical Principles in Internal Investigations
7.4 The Missing Piece in the CPE Pie

READINGS 8: Managing the Ethics Program
8.1 2012 GRC Maturity Survey
8.2 Managing Organisational Ethics: Professionalism, Duty and HR Practitioners.
8.3 Exploring the Role Performance of Corporate Ethics Officers.
8.4 Two Firms Launch New Ethics Programs

READINGS 9: Globalization Factors
9.1 Corporate Ethics, Governance and Social Responsibility: Comparing European Business Practices to those in the United States
9.2 Ethical Concerns in International Business: Are Some Issues More Important Than Others?
9.3 When Ethics are Compromised by Ideology: The Global Competitiveness Report

READINGS 10: Ethical Leadership
10.1 The ethics of conscious capitalism: Wicked problems in leading change and changing leaders.
10.2 Does the Ethical Leadership of Supervisors Generate Internal Social Capital?
10.3 The Relationship Between Ethical Leadership and Unethical Pro-Organizational Behavior: Linear or Curvilinear Effects?

READINGS 11: Sustainability
11.1 An Empirical Study of the World Price of Sustainability
11.2 The Relationship Between Equity Dependence and Environmental Performance.
11.3 Beyond 'Does it Pay to be Green?' A Meta-Analysis of Moderators of the CEP-CFP Relationship.

Helpful Links

- ASSOCIATIONS AND ORGANIZATIONS
- CODES OF CONDUCT
- CORPORATE CITIZENSHIP
- ETHICS CENTERS, FOUNDATIONS, AND SOCIETIES
- GOVERNMENT AGENCIES
- NEWS AND INFORMATION
- PUBLICATIONS
- UNIVERSITY ETHICS CENTERS AND PROGRAMS

CODES OF CONDUCT

- Creating a Code of Ethics for Your Organization by Chris MacDonald, Ph.D.
  http://www.ethicsweb.ca/codes
• Bell South Code of Conduct
• Boeing Code of Conduct
• Buckman Laboratories Code of Ethics
• Halliburton Ethical Business Practices
• HCA Ethics and Compliance
  http://ec.hcahealthcare.com
• Jet Propulsion Laboratory Ethics Program
  http://ethics.jpl.nasa.gov
• Lockheed Martin How the Ethics Process Works
  http://www.lockheedmartin.com/ (PDF)
• Nortel Supplier Code of Ethics
• Pitney Bowes Code of Ethics
• Raytheon Code of Conduct
• Texas Instruments Code of Conduct
  http://www.ti.com/corp/docs/investor/gov/conduct.shtml
• Texas Instruments Code of Ethics for CEO and Financial Officers
• Tom’s of Maine Statement of Beliefs
  http://www.tomsofmaine.com/business-practices/values-beliefs/our-reason-for-being

ETHICS CENTERS, FOUNDATIONS, AND SOCIETIES

• Business for Social Responsibility
  http://www.bsr.org/index.cfm
• Center for Ethical Business Cultures
  http://www.cebcglobal.org/
• Ethics Resource Center
  http://www.ethics.org/
• Institute for Global Ethics
  http://www.globalethics.org/
• International Business Ethics Institute
  http://www.business-ethics.org/index.asp
• International Society of Business, Economics and Ethics
  http://www.isbee.org/
UNIVERSITY ETHICS CENTERS AND PROGRAMS

- Boston College Center for Corporate Citizenship
  http://www.bccccc.net/
- The Bowen H. McCoy Family Center for Ethics in Society at Stanford University
  http://ethicsinsociety.stanford.edu/
- Carol and Lawrence Zicklin Center for Business Ethics Research at the University of Pennsylvania
  http://www.zicklincenter.org/
- Center for the Advancement of Applied Ethics and Political Philosophy at Carnegie Mellon University
  http://caae.phil.cmu.edu/caae/
- Center for Business Ethics at Bentley University
  http://www.bentley.edu/cbe/
- Center for Ethics at the University of Montana
  http://www.umt.edu/ethics/
- Center for Ethics at the University of Tampa
  http://www.ut.edu/center-for-ethics/
- Center for Ethics and Business at Loyola Marymount University, Los Angeles
  http://www.ethicsandbusiness.org/index3.htm
- Center for the Study of Ethics in the Professions at Illinois Institute of Technology
  http://ethics.iit.edu/
- Clarkson Centre for Business Ethics and Board Effectiveness at the University of Toronto
  http://www.rotman.utoronto.ca/ccbe/
- Decisions and Ethics Center at Stanford University
  http://decision.stanford.edu/
- Institute for Applied and Professional Ethics the University of Ohio
  http://www.faculty-commons.org/ethics/
- Institute for Business and Professional Ethics at DePaul University
  http://commerce.depaul.edu/ethics/
- Inter-Disciplinary Ethics Applied at the University of Leeds
  http://www.idea.leeds.ac.uk/
- Kennedy Institute of Ethics at Georgetown University
  http://kennedyinstitute.georgetown.edu/
- Markkula Center for Applied Ethics at Santa Clara University
  http://www.scu.edu/ethics/
- W. Maurice Young Centre for Applied Ethics at the University of British Columbia
  http://www.ethics.ubc.ca/

EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

**IMPORTANT DATES**

- Semester Class Begins: **08/24/2015**
- Last day to add a class: **08/30/2015**
- Last day to withdraw completely and receive a 100% refund: **09/06/2015**
- Last day to drop a course using SalukiNet: **11/01/2015**
- Last day to file diploma application: **09/18/2015**
- Final examinations: **12/14 – 12/18/2015**

**SPRING SEMESTER HOLIDAYS**
- Labor Day Holiday: 09/07/2015
- Fall Break: 10/10 – 10/13/2015
- Veterans Day Holiday: 11/11/2015

**WITHDRAWAL POLICY**

Undergraduate only

Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit [http://registrar.siu.edu/pdf/ugradcatalog1314.pdf](http://registrar.siu.edu/pdf/ugradcatalog1314.pdf)

**INCOMPLETE POLICY**

An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. For more information please visit [http://registrar.siu.edu/grades/incomplete.html](http://registrar.siu.edu/grades/incomplete.html)

**REPEAT POLICY**

An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A, B, C, D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at [http://registrar.siu.edu/pdf/ugradcatalog1314.pdf](http://registrar.siu.edu/pdf/ugradcatalog1314.pdf)

**GRADUATE POLICIES**

Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit [http://gradschool.siu.edu/about-us/grad-catalog/index.html](http://gradschool.siu.edu/about-us/grad-catalog/index.html)

**DISABILITY POLICY**

Disability Support Services provides the required academic and programmatic sup-port services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. [http://disabilityservices.siu.edu/](http://disabilityservices.siu.edu/)

**PLAGIARISM CODE**


**MORRIS LIBRARY HOURS**

[http://www.lib.siu.edu/about](http://www.lib.siu.edu/about)

**SAFETY AWARENESS FACTS AND EDUCATION**

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: [http://safe.siu.edu](http://safe.siu.edu)

**SALUKI CARES**
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community.

For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu, http://salukicares.siu.edu/index.html

EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Build-ing Emergency Response Team (BERT) programs. Please reference the Building Emergency Response Protocols for Syllabus attachments on the following pages. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well an essential preparation for any career. For more information please visit: http://www.inclusiveexcellence.siu.edu/

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:
Tutoring: http://tutoring.siu.edu/
Math Labs http://tutoring.siu.edu/math_tutoring/index.html

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office’s main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/#

Additional Resources Available:
SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin
ADVISEMENT: http://advisement.siu.edu/
SIU ONLINE: http://online.siu.edu/
http://pvcaa.siu.edu/