



TEXAS A&M UNIVERSITY
SAN ANTONIO

MBA 5116-001 Spring 2026, CRN 24354
Project Management
Graduate Program, College of Business

Course Syllabus

Class Meeting Time and Place: T, 5:45 PM to 9:30 PM, Classroom Hall, Rm 102

Class Duration: 04/13/26 to 05/15/2026

Instructor: Nonie C. Cabana

Office: Virtual (9 am to 10 pm)

Tel: 808 277-3033 (texting gets a quick reply)

E-Mail: ncabana@tamusa.edu

Student emails will receive a reply within two business days.

<https://tamusa.blackboard.com/>

Course Website:

Office Hours: Virtual

Catalog Course Description: This course covers the fundamental concepts and applications for cost effective management of both short-term project and long-term development programs. Topics include planning, scheduling, organizing, and controlling activities necessary for good project. There will be an emphasis of computer tools, which will provide hands-on practical skills with the above topics.

Course Objectives: The objective of the course is to provide an integrated introduction to Project Management (PM) where students will learn all of the fundamental aspects of modern PM, both managerial and technical.

Student Learning Outcomes: Upon successful completion of this course, students will:

1. Learn the concepts and identify the elements of the PM life cycle.
2. Understand work breakdown structures and PM processes.
3. Describe the principles of team leadership and approaches to optimizing results.
4. Comprehend basic tools and techniques to plan, organize, and manage a project.

Required Materials:

Textbook: Project Management: Achieving Competitive Advantage, **5th edition**, Jeffrey K. Pinto, ISBN (etext) 9780137477258 and ISBN (Print Rental) 9780134730332. Contact Mr. Weixing Ford to access the textbook at 210 784 2309 or wmford@tamusa.edu.

- **Blackboard:** To access Blackboard, log into JagWire, <https://jagwire.tamusa.edu/>, then click on the Blackboard icon, choose the right course. Lecture handouts and recordings, class notes, and homework assignments will be available and turned in through the Blackboard interface.
- **Time:** You are expected to spend 8-10 hours per week for the course. Based on the background, some student may require more time. Time spent may be longer when assignment/exams are due.

Course Requirements every student must fulfill to succeed in course:

1. Students should check the Course Calendar, Announcements, and Messages (e-mail) systems in Blackboard on a regular basis.
2. Students should keep current with all course assignments and examinations.
3. If the course uses remote proctoring for exams, students must schedule their exam early in the semester.
4. Students should ask questions and communicate with the instructor either in class, online, off-line or during office hours.
5. For all classwork, exams, quizzes etc., if a student is completing it off-campus, then they are responsible for availability of internet connectivity. Extensions will not be granted for lack of availability of internet connections.

Grading Policy: The final course grade will be based on your performance on the exams, assignments and class participation using the following weights:

Activity	Outcome(s) Assessed	Percentage in Final Grades
1. Reading Assignments	Learning Objectives (LOs)	20%
2. Application-Based Activities (ABA)	Case Studies and Weekly Quizzes	30%
3. Individual Project Presentation	Individual Project Presentation	30 %
3. Attendance & Participation	04/03/2023 ~ 05/13/2023	20%

The instructor reserves the right to adjust the student's final grade based on the overall performance.

GRADE SCALE:

A+ or A = 90% and above

D = 60% and above

B+ or B = 80% and above

F = 59% and below

C+ or C = 70% and above

Note: Graduate student must maintain a B average or 3.0 grade scale to stay on the program.

AACSB Assessment: The College of Business is in the process of applying for AACSB accreditation. As part of that process, students will be assessed on program level outcomes based on course outcomes from various courses. The materials from this course may be used

for assessing such program level outcomes, and hence students must follow the necessary rigor to ensure mastery of the above course outcomes.

1. Independent learning: Your independent learning activities will include the textbook readings and may involve videos, chapter PowerPoint slides, simulations and other items. It is strongly recommended that you cover these independent learning activities before or right after the class finished. Since a significant volume of reading is involved in this course, it is essential that you do not delay completing assignments. Time constraints will prohibit class discussion of all assigned materials. You are responsible, however, for having completed all assignments. I have provided a variety of activities to enhance your learning style experience. These activities are visual and aural, and may include some hands-on paper and pencil work, too. After a few weeks you will settle into your own pace, but please don't get behind.
2. Class assignments/exercise are given through the semester. These should be submitted through Blackboard before **11:59pm** on the scheduled dates. The purpose of the assignment is to assess the learning outcome from the weekly reading assignments and materials covered from the previous classes so that students can be familiar with the subject material. **IF YOU WAITED UNTIL THE LAST MINUTE TO DO THOSE EXERCISE, YOU WOULD TAKE THE FULL RESPONSIBILITY FOR ANY UNEXPECTED TECHNICAL ISSUE. Excuse will only be granted under an extra-ordinary circumstance such as a severe illness, a dire emergency, or an excused official university activity; however, you must provide comprehensive documentation within a few days of the missed assignments.** Due dates should be viewed as firm deadlines. Do your best on each assignment in view of your time constraints, and make sure that the assignment is submitted on time.
3. The timing and due dates of all assigned work are described in this syllabus, and students are expected to plan their schedule so that work may be completed on time. **You MUST submit your work before the due date; otherwise, the system will not record your grade.** Due dates should be viewed as firm deadlines. Do your best on each assignment in view of your time constraints, and make sure that the assignment is submitted on time.
4. Final exams/project will be given on the scheduled dates during the semester.
5. **Attendance is required** in MBA-5116. Attendance in this 5-week class is required. Class absences will be allowed only under very special circumstances; the student is responsible for completing any class work missed and obtaining the assignment for the missing class. **If you are missing more than one-third of the classes, you will lose all of your attendance points, which is equivalent to a "half" letter grade.**
6. **Participation is required** in MBA-5116. Everyone enrolled in this 5-week class is expected to follow all rules of common courtesy during classroom lectures and discussions in class or online. **Classroom participation includes asking a question, participating in class discussion and problem solving, and paying attention to the lecture. Participation points will be deducted when a disruptive activity (i.e. sleeping, calling out, side-talking, using digital devices which are not related to the class lecture, email asking for the class announcements, etc.) occurred. If you are missing more than one-third**

of the classes, you will lose all of your participation points, which is equivalent to a “half” letter grade.

Class conducts and activity code: Everyone in class is expected to follow all rules in the student handbook, as well as common courtesy during classroom lectures and discussions in class and online, including the following:

1. Attendance may be taken at the beginning or the end of the class.
2. It is the students’ responsibility to obtain and be able to use the required materials and software for this class.
3. Student must retain copies of all assignments and graded work for verification purposes. Keep copies of all computer files and e-mails.
4. Talking while the instructor is lecturing is extremely disruptive and discourteous to the instructor and other students.
5. Using computers or phones (except for a valid urgent need) during class for a purpose not related to class is disruptive. All cell phones and gadgets should be turned off and headphones removed.
6. For any questions about the exams and assignments, a student should contact the instructor, before the day they are due, so the instructor may have enough time to provide feedback.
7. All communications will be via e-mail communications to the Texas A&M University e-mail account, and students are expected to use their school provided email account. The instructor will reply to student e-mail messages within 24 hours during week days (Monday-Friday).
8. All assignment submissions must be uploaded to Blackboard by the due date.

Anyone violating these policies may be subject to disciplinary actions.

Course Outline and Assignments

	Topics/Activities	Weekly Class Assignment
	Week 1 4/16/2026 Roll call/admin remarks. Chap 1: INTRODUCTION: WHY PROJECT MANAGEMENT? Chap 2: THE ORGANIZATIONAL CONTEXT: STRATEGY, STRUCTURE AND CULTURE Break class into eight teams. Five members per team.	Weekly Reading: Chapters 1-2 Read before class. Case Study (CS) 1.3: Disney’s Expedition Everest, pages 31-32. Team 1 thru Team 4 Case Study (CS): 2.1 Rolls Royce—page 71 Team 5 thru Team 8 Answer questions by team Covering CS answers and discussions in the class.

<p>Assign an individual topic presentation found on the Blackboard's Announcement.</p> <p>There are seven topics to choose from. A minimum of eight students must cover each topic to cover all bases.</p> <p>Quiz 1: Ten (10) Questions from Chaps 1 and 2</p> <p>Quiz review: 6 pm to 6:15 pm for Week 2 through week 5.</p> <p>Week 1. The review starts at 7:15 pm to 7:30 pm Quiz 1 starts: 7:30 pm and ends: 7:45 pm Tips for Studying Q 1: LO: 1.3: Low Inflation Q2: LO: 1.4: Project Life Cycles Q3: LO 1:5: Project Success Q 4:: LO: 1:6: PM Maturity Q5: LO: 1.7: Project Elements and Text Organization Q6: LO: 2.2: Elements of strategic management Q7: LO: 2.3: Stakeholder Management Q8: LO: 2/4" Organizational Structure by Larson and Gobeli study Q9: LO: 2.6: Organizational Culture Q10: LO: 2.6: Organization Structure</p> <p>Lecture: Chaps 1 and 2 Real-world examples and applications Students Engagement</p> <p>Case Study 1.3: Disney's Expedition Everest, pages 31-32. Team 1 – Team 4 Case Study 2.1: Rolls-Royce Corporation, page 71. Team 5 through Team 8</p> <p>Team Huddle:</p>	<p>Lessons learned and takeaways ("Aha" moments).</p> <p>Prepare and take Quiz 1 on 17 Apr.</p> <p>Takeaways from the class—Knowledge Board.</p>
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	<p>Rules of Engagements Defined Purpose: Team Building/Collaboration Skills</p>	
	<p>Week 2 4/23/2026 Roll call/admin remarks. Chap 3: PROJECT SELECTION AND PORTFOLIO MANAGEMENT. Chap 4: LEADERSHIP AND THE PROJECT MANAGER</p> <p>Individual Project Presentation. Each student is allotted 15 minutes + 5 minutes for Qs/As. Timer will be assigned.</p> <p>Quiz 2: Ten (10) Questions from Chaps 3 and 4 Note: Ten (10) Questions from Quiz come from Chaps 3 and 4 Quiz review: 6 pm to 6:15 pm Quiz 2 starts: 6:15pm and ends: 6:30 pm</p> <p>Tips for Studying Q 1: LO: 3.1: Souder's project screening criterion Q2: LO: 3.2: Simple scoring model advantage Q3: LO 3.4: Realignment description Q 4:: LO: 3.4: Project Portfolio Mngt Q5: LO: 3/4: Project Portfolio Mngt Q6: LO: 4.1. Leadership in PM Q7: LO:4.2. Leaders vs. Managers Q8: LO 4.3. Understand the Key Behaviors Q9: LO: 4.6. The New Project Leadership Q10: LO 4.8. Project Mngt Ethics (Unethical Behaviors)</p> <p>Case Study: Chap 3: Keflavik Paper Company, page 115-116. Answer questions by teams (1-4) Lessons learned and takeaways ("Aha" moments).</p>	<p>Weekly Reading: Chaps 3 and 4 Read before class Case Study: Chap 3: Keflavik Paper Company, page 115-116. Answer questions by team Lessons learned and takeaways ("Aha" moments). Case Study (CS): Chap 4: In Search of Effective Managers, page 146 Answer questions Lessons learned and takeaways ("Aha" moments). Answer questions by team Covering CS answers and discussions in the class Lessons learned and takeaways ("Aha" moments) Study the following Learning Prepare and take Quiz 2 on 24 Apr.</p> <p>Takeaways from the class</p>

<p>Case Study: Chap 4: In Search of Effective Managers, page 146 Answer questions Lessons learned and takeaways (“Aha” moments).</p> <p>Lecture: Chaps 3 and 4 Real-world examples and applications</p> <p>Case Study: 4.2 Finding the Emotional Intelligence to be a real leader, page, 147. Lessons learned and takeaways (‘aha” moments). Teams (5-8)</p> <p>Lecture: Leaders Vs. Managers</p> <p>Individual Presentation (15 minutes + 5 minutes Qs and As). Eight students present. Adhere to grading rubric.</p>	
<p>Week 3 4/30/2026 Roll Call/admin remarks. Chap 5: SCOPE MANAGEMENT Chap 6: PROJECT TEAM BUILDING, CONFLICT AND NEGOTIATION</p> <p>Individual Project Presentation. Each student is allotted 15 minutes + 5 minutes for Qs/As. Timer will be assigned.</p> <p>Note: Ten (1) Questions from Quiz come from Chap 5 and 6</p> <p>Quiz review: 6 pm to 6:15 pm Quiz 3 starts: 6:15pm and ends: 6:30 pm</p> <p>.</p> <p>Tips for Studying Q 1: LO: 5.1: Conceptual Development (Restrictions) Q2: LO: 5.4:ID the elements in the work authorization phase of scope development</p>	<p>Quiz due May 1</p>

<p>(Lump Sum Contract Vs. Turnkey Contract)</p> <p>Q3: LO 5.3: ID the steps in developing the scope statement (cost control accounts)</p> <p>Q 4: LO: 5.6: Demonstrate how control systems and configuration management relate to scope development</p> <p>Q5: LO: 5.7: Discuss why effective scope management includes a project closeout stage (priori consideration)</p> <p>Q6: LO: 6.1: Understand the steps in project team building (people skills).</p> <p>Q7: LO: 6.2: Characteristics of effective project teams and teams fail:</p> <p>Q8: LO: 6.3: Know the reasons why project teams often fail, except:</p> <p>Q9: LO: 6:5: How to achieve cross functional cooperation in teams.</p> <p>Q10: LO: 6.8: Understand the importance of negotiation skills in PM</p> <p>Case Study: Chap 5: California's High Speed Rail Project, page 190. Teams 1-5. Answering questions Lessons learned and takeaways ("Aha" moments). Teams 1-4.</p> <p>Case Study: Chap; 6: The Bean Counter and the Cowboy, page 233. Answer questions by teams (5-8). Lessons learned and takeaways ("Aha" moments).</p> <p>Lecture: Chap 5 and 6. Real-world examples and applications Mission Creep Gold Plating</p> <p>Individual Presentation (15 minutes + 5 minutes Qs/As). Eight students present. Adhere to grading rubric</p>	
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<p>Week 4 5/7/2026 Roll call/admin remarks. Chap 7: RISK MANAGEMENT Chap 8: COST ESTIMATION AND BUDGETING Quiz 4: Ten (10) Questions from Chaps 7 and 8</p> <p>Individual Project Presentation. Each student is allotted 15 minutes + 5 minutes for Qs/As. Timer will be assigned.</p> <p>Quiz review: 6 pm to 6:15 pm Quiz 4 starts: 6:15pm and ends: 6:30 pm</p> <p>Tips for Studying Q 1:7.1: Define project risk Q2: LO: 7.1: Define Project Risk (Risk and Opportunity) Q3: LO 7.2: Recognize the four key states in project risk management and the steps necessary to manage risk (workarounds). Q 4: LO: 7.2: Recognize the four key states in project risk management and the steps necessary to manage risk (contingency funds). Q5: LO: 7.3: Explain the Project Risk Analysis and Management (PRAM) process (know its phases) Q6: LO:8.1: Understand the various types of common project costs and key differences between them (direct cost) Q7: LO: 8.1: Cost Management (indirect costs) Q8: LO: 8.3: Apply top-down, bottom-up, activity-based, and time-phased budgeting procedures for cost management (know different types of budgeting) Q9: LO: 8.4: Recognize the appropriateness of applying contingency funds for cost estimation (know budget</p>	<p>Quiz due May 8</p>
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<p>contingency, reallocation budget and reserve line budget).</p> <p>Q10: LO: 8.4: Recognize the appropriateness of applying contingency funds for cost estimation (early warning signal for the potential of overdrawn budget)</p> <p>Guest Speaker (TBD—To Be Determined)</p> <p>Case Study: Chap 7: The Building that Melted the Cars, page: 266 Answer questions by teams (1-4) Lessons learned and takeaways (“Aha” moments).</p> <p>Case Study: Chap 8: Sochi Olympics—What’s the cost of National Prestige? page 305. Teams 5-8. Answering questions Lessons learned and takeaways (“Aha” moments).</p> <p>Lecture: Chaps 7 and 8 Real-world examples and applications</p> <p>Blackboard’s Discussions Reflections.</p> <p>Individual Presentation (15 minutes + 5 minutes Qs and As. Eight students present. Adhere to grading rubric</p>	
<p>Week 5: 5/14/2026 Roll Call</p> <p>Quiz review: 6 pm to 6:15 pm Quiz 5 starts: 6:15pm and ends: 6:30 pm</p> <p>Individual Project Presentation. Each student is allotted 15 minutes + 5 minutes for Qs/As. Timer will be assigned</p>	<p>Quiz due May 17</p> <p>Case Study (CS): Chap 9: Moving the Historic Capen House, page 345. Answer questions by team Covering CS answers and discussions in the class. Lessons learned and takeaways (“Aha” moments).</p>

Study the following Learning Objectives for Quiz 5

Q 1: LO: 9.1: Understand the importance of project scheduling techniques (term network logic, page 315)

Q2: LO: 9.3: Develop an activity network using Activity-on-Node (AON) technique (critical path method, page 319)

Q3: LO 9.4: Perform activity duration estimation based on the use of probabilistic estimating technique (Deterministic Estimation, page 325)

Q5: LO: 9.5: Construct the critical path for a project schedule network using forward and backward passes (Laddering, page 336)

Q5: LO: 9.5: Construct the critical path for a project schedule network using forward and backward passes (Hammock Activities, page 336)

Q6: LO: 10.1: Apply Lags in Precedence Relationships (know different types of relationships, page 352)

Q7: LO: 10.3: Recognize the alternative means to accelerate projects, including their benefits and drawbacks (Fast Track the Project, page 360)

Q8: LO: 10.5: Understand the various types of common project costs and key differences between them (use of subcontractors, page 374)

Q9: LO: 10.5: Understand the various types of common project costs and key differences between them (criticisms and caveats worth remembering, page 373)

Q10: LO: 10.5: Understand the various types of common project costs and key

differences between them (PERT Methods, page 374).	
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Case Study: Chap 9: Moving the Historic Capen House, page 345.

Answer questions by teams (1-4)

Lessons learned and takeaways ("Aha" moments).

Case Study: Chap 10: A Town on the Move, page 350.

Answer questions by teams (5-8)

Lessons learned and takeaways ("Aha" moments).

❖ *The instructor reserves the right to adjust the syllabus.*

GENERAL INFORMATION

Time Commitment

This course places responsibility on students to cover material equivalent to that in any regular Business program conducted on a traditional schedule. The program delivery model is based on the assumption that adult students, given a structured set of learning objectives and a prescribed methodology, can independently master a major portion of the content of most courses. What the instructor "covers" in traditional and online presentations or discussion periods can no longer be the sum for the course: what the student "covers" outside the classroom becomes equally important.

In this class we will cover 20 classroom hours, and you will be expected to also engage in reading assignments online and homework assignments at home for the same amount of the classroom hours. Normally, two to three hours of preparation are required for each hour of classroom time so the average time commitment for a course approximates 100 hours over the trimester. Exemplary performance may require additional time. This is a significant commitment and one that must be planned in a very careful fashion.

TAMUSA Expectations

We expect each student to bring to the course the background and experience on which admission to the program is based. Included are managerial experience and mastery of the foundation subject areas. As the course progresses, you will be asked to relate the concepts and theories presented to your work experience and organizational environment. Your ability to successfully complete the course will depend significantly on how well you accomplish this. Every course in the Business program contributes to your skill and expertise as a manager and

you should bring a high level of motivation and commitment to mastering the concepts presented.

It is important that your comments in class and online, your approach to assignments and examinations, your comments about cases, readings, and your participation in class exercises reflect your mastery of the concepts and techniques developed in the course. Text assignments, cases, theory presentations, and exercises are designed to complement each other and provide a basis for application to real world situations. The benefit you derive from this course will rise in direct proportion to the extent you attend to these objectives and relationships.

University Email Policy and Course Communications

All correspondence between professors and students must occur via University email accounts. You must have Jaguar email account ready and working. If it is not working, contact the help desk at 210-784-4357.

Financial Aid and Verification of Attendance

According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which includes class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving Federal financial aid who does not attend the first week of class will have his/her aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of his/her federal aid.

The Six-Drop Rule

Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Tutoring Center Statement

The Student Academic Success Center takes a developmental approach to help students complete their academic goals from orientation through graduation. The Center offers academic and skills workshops, one-on-one appointments, and online resources to help retention efforts at Texas A&M University-San Antonio. The goal of the Center is to help students discover, self-reflect, and become independent learners. Student Academic Success is located in the Central Academic Building (CAB), Room 208. To contact the Center, please call 210-784-1332 or email at tutoring@tamusa.edu

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this

legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability that may require accommodations, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is dsupport@tamusa.edu.

Academic Misconduct Policy

Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic misconduct for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. Students are expected to do their own course work. Simple cases of first offense cheating or plagiarism by an individual student may be handled by the instructor after consultation with the department chair. The student is usually confronted with the evidence in private and advised of the penalty to be assessed. The evidence will be retained for at least one full year. For more serious cases, such as those involving repeated offenses, conspiracy with other students or the theft and selling of examination questions, a report should be made by the instructor via the department chair and college dean to the Office of Student Rights and Responsibilities. Academic dishonesty is a violation of the Student Code of Conduct; therefore, the instructor **WILL** report any form of academic dishonesty to the Office of Student Rights and Responsibilities. Please review the Student Handbook for a complete description of the process. Penalties for academic dishonesty may range from a grade of F on the particular paper or in the course to expulsion from the University.

Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If a student is unclear whether a specific act might constitute academic misconduct, please she/he should contact the instructor for an assessment of the situation. All student term papers and other written assignments are subject to analysis by anti-plagiarism software.

Nonacademic Misconduct

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either 1) the instructional ability to conduct the class, 2) the inability of other students to profit from the instructional program, or 3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Message for pregnant and parenting students: Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 *et seq.*, protects students in all of the academic, educational, extracurricular, athletic, and other programs or activities of universities. This includes prohibiting discrimination against pregnant and parenting students. A student who is pregnant or parenting is entitled to special services. Texas A&M University-San Antonio is committed to implementing all provisions of Title IX. For availing of special services available to students whose curricular and co-curricular work is impacted by pregnancy and parenting related issues

contact Dr. Jo Anna Benavides-Franke, Associate Vice President for Student Engagement and Success or visit Dr. Liu at CAB436D.

Texas A&M University-San Antonio is committed to providing special services to pregnant and parenting individuals as required by Title IX. To request such services, please communicate your needs 5 business days before the activity or program you plan to attend by calling Dr. Liu @ 210-784-2331

ACADEMIC INTEGRITY

Academic Integrity is strongly stressed by TAMUSA and includes a commitment to have no part in academic dishonesty, academic cheating, nor plagiarism.

Academic Dishonesty refers to student conduct in academic assignments or situations which violates the norms of the academic community of students and scholars. In practice, it usually refers to *academic cheating or plagiarism*.

Penalties for academic dishonesty may include expulsion or suspension from the University, failure or grade of "F" in the affected course or assignment, or lesser penalty as appropriate.

YOU ARE NOT ALLOWED TO TALK TO EACH OTHER DURING ANY OF YOUR QUIZZES OR EXAMS.

Academic cheating includes but is not limited to the following:

- (a) copying from another student's test paper;
- (b) during a test, using material not authorized by the person giving test;
- (c) collaborating during a test with any other person by giving or receiving information without being so authorized;
- (d) stealing, buying, or otherwise obtaining all or part of an unadministered test;
- (e) selling or giving away all or part of an unadministered test;
- (f) bribing another person to obtain an unadministered test;
- (g) substituting for another student or permitting any other person to substitute for oneself to take a test;
- (h) submitting as one's own, in fulfillment of academic requirements, a theme, report, term paper, essay, other written work, painting, drawing, sculpture, other art work, computer program, media production, or other academic assignment prepared totally or in part by another;
- (i) selling, giving, or otherwise supplying to another student for use in fulfilling academic requirements any theme, report, other written work, art work, computer program, media production, or other academic assignment.
- (j) giving a false statement for the reimbursed points.

Plagiarism is the use of another person's work (such work need not be copyrighted) and the unacknowledged incorporation of that work in one's own work offered for credit.

POLICY ON INTELLECTUAL DISHONESTY:

Except for Group or Team projects and papers are individual assignments and are part of the learning experience and must be completed personally by the student. Copying another student's assignment, including computer programs and files, or citing material without credit to the author is plagiarism, and cheating on exams, including getting help on take-home exams, is grounds for failing the course and or expulsion from the University.