

BUSINESS AND PROFESSIONAL ETHICS

SYLLABUS

Fall 2016

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Office Location and Hours:
Udvar-Hazy Building Room 345

T – 8:45-11:45 am, R – 8:45-10:45 am

A. TEXT

BUSINESS ETHICS NOW, McGraw-Hill, Ghyller, 4th edition

B. COURSE DESCRIPTION

MGMT 3510 – Business and Professional Ethics (3 Credits)

Examinations of selected ethical issues in business and technology, e.g., justice, corporate responsibility, preferential treatment, advertising practices, environmental responsibility, confidentiality and privacy, and government regulation. Prerequisite: Acceptance into a baccalaureate program or permission from an upper-division advisor.

C. COURSE OBJECTIVES

Chapter 1 – Understanding Ethics

1. Define ethics.
2. Explain the role of values in ethical decision-making.
3. Understand opposing ethical theories and their limitations.
4. Discuss *ethical relativism*.
5. Explain an *ethical dilemma*.
6. Apply a process for resolving an ethical dilemma.

Chapter 2 – Defining Business Ethics

1. Define the term *business ethics*.
2. Identify an organization's stakeholders.
3. Discuss the position that *business ethics* is an oxymoron.
4. Identify an ethical dilemma in your work environment.
5. Propose a resolution for an ethical dilemma in your work environment.

Chapter 3 – Organizational Ethics

1. Define Organizational Ethics.
2. Explain the respective ethical challenges facing the functional departments of an organization.
3. Discuss the position that HR should be at the center of any corporate code of ethics.
4. Explain the potential ethical challenges presented by generally accepted accounting principles (GAAP).
5. Determine potential conflicts of interest within any organizational function.
6. Discuss how and why an organization's ethical culture can get off track.

Chapter 4 - Corporate Social Responsibility

1. Describe and explain *corporate social responsibility* (CSR).
2. Distinguish between *instrumental* and *social contract* approaches to corporate management.
3. Summarize the five driving forces behind CSR.
4. Distinguish between the three types of CSR.
5. Understand the challenges of a CSR initiative.
6. Apply the key components of a successful CSR initiative.

Chapter 5 – Corporate Governance

1. Explain the term *corporate governance*.
2. Explain the respective roles of the Chief Executive Officer (CEO), Chief Financial Officer (CFO), and Chief Executive Officer (COO).
3. Understand the responsibilities of the Board of Directors.
4. Explain the responsibilities of the major governance committees.
5. Identify an appropriate corporate governance model for an organization.

Chapter 6 – The Role of Government

1. Identify the five key pieces of U.S. legislation designed to discourage, if not prevent, illegal conduct within organizations.
2. Understand the purpose and significance of the Foreign Corrupt Practices Act (FCPA).
3. Categorize the six key principles of the Defense Industry Initiatives (DII).
4. Calculate monetary fines under the three-step process of the U.S. Federal Sentencing Guidelines for Organizations (FSGO).
5. Compare and contrast the relative advantages and disadvantages of the Sarbanes-Oxley Act (SOX).

Chapter 7 – Blowing the Whistle

1. Explain the term *whistle-blower*.
2. Explain the difference between internal and external whistle-blowing.
3. Understand the difference motivations of a whistle-blower.

4. Evaluate the possible consequences of ignoring the concerns of a whistle-blower.
5. Recommend how to build internal policies to address the needs of whistle-blowers.
6. Analyze the possible risks to oneself in becoming a whistle-blower.

Chapter 8 – Ethics and Technology

1. Evaluate the ethical ramifications of recent technological advances.
2. Explain the employer view of privacy at work.
3. Explain the employee view of privacy at work.
4. Distinguish between thin and thick consent.
5. Analyze an organization’s employee-surveillance capabilities.
6. Discuss the future of corporate surveillance for employees.

Chapter 9 – Ethics and Globalization

1. Understand the ethical issues arising in global business.
2. Explain the issue of ethical relativism in a global environment.
3. Compare the ethical challenges in doing business in developing and developed economies.
4. Explain the challenges in developing a global code of ethics.
5. Analyze the ramifications of the UN Global Compact.
6. Explain the OECD Guidelines for Multinational Enterprises.

Chapter 10 – Making It Stick: Doing What’s Right in a Competitive Market

1. Develop the key components of an ethics policy.
2. Understand the key components of a job description for an ethics officer.
3. Reward ethical behavior within your department/organization.
4. Promote your organization’s ethics policy to your stakeholders.
5. Monitor ethical behavior in your department/organization.
6. Understand the difference between *reactive* and *proactive* ethical policies.

D. CLASS HOURS

Management 3510 meets Monday and Wednesday from 10:30 – 11:45 am.

E. GRADES

Grades will be based on the percentage of total points that the student earns.

1. Exams	60%
2. Cases	20%
3. Paper & Oral Presentation	<u>20%</u>
	100%

F. EXAMINATIONS

Four examinations are given in Business and Professional Ethics. Individuals taking a late exam will lose 10 point.

G. PAPER AND ORAL PRESENTATIONS

Paper

The scholarly paper will be based on the topic that is assigned to your group. It must show that you have a fair amount of research in a variety of print and online sources. If the topic is fairly broad, you may wish to focus on a limited aspect of the topic.

Structure and length: The paper should have 3 essential parts: first, explain the ethical issues related to the topic you have been researching; second, explain how the ethical theories we have been studying might apply as guidelines in knowing how to respond to the issues; finally, describe your own perspective on the issues you have described.

The paper should be about 8-10 pages in length. It will be judged by the content, that is, the evidence that you have researched and thought carefully about the ethical issues and principles involved with the topic. The paper will also be judged by the organization and clarity of the essay, by the correctness of the style used, and by the correctness of the diction, punctuation, grammar, etc. You should have a minimum of eight references in your bibliography.

Research style: You should use either the MLA or APA style guide for the citations of sources. If you need a review of those styles, visit the Dixie State College Online Writing Lab at <http://dsc.dixie.edu/owl/>. As someone who is seeking a professional degree and profession, you must keep in mind that writing assignments should reflect a degree of professionalism and accuracy beyond that required of lower division students. Errors in punctuation, spelling, grammar, or style will earn a lowered grade. Late papers will be marked down at least one grade. Those that are one week late will fail. Review the Academic Discipline Policy for a reminder about what constitutes plagiarism and its consequences.

Oral Presentations

Group oral presentations will occur at the end of the semester. Each group will take approximately 10 minutes to discuss their findings from their scholarly paper. There will be 5 minutes for questions.

H. CASES

Four cases will be assigned to apply theory and critical thinking skills relative to the objectives of the course. Please review the grammar requirements in section G. **Cases will not be accepted late** and the case must be ready to turn in at the beginning of the class period.

BUSINESS ETHICS TENTATIVE SCHEDULE

(Subject to change)

<u>Date</u>	<u>Chapter</u>	<u>Assignments</u>
8/22	1	Orientation, Read Chapter 1
8/29		
9/5	2	Read Chapter 2
9/12	3	Read Ch. 3
9/19	4	Exam #1 , Read Chapter 4
9/26	5	Read Chapter 5
10/3	6	Case #1 due , Read Chapter 6
10/10		
10/17	7	Read Ch. 7, Exam Chapters 4-6
10/25	8	Case # 2 due , Read Chapter 8
10/31	9	Read Chapter 9
11/7		Exam on Chapters 7-9, Case #3 due
11/14	10-11	Slides for Ch. 10-11
11/21	12	Slides for Ch. 12
11/28	Supplement Information: Leadership & Sustainability	Scholarly Paper Presentations and Final Exam over Ch. 10-12
12/5		

Final Exam: Test on Chapter 10, Supplemental Information (Ethical Leadership & Sustainability) and Scholarly Paper Presentations.

Student Name: _____ Course: _____

Date: _____ Instructor/Evaluator: _____

**Dixie State College - Udvar-Hazy School of Business
Business Case Involving Ethical Issues Rubric**

Goal: Students will be able to identify and problem solve ethical issues in organizational life and management.

Objective: Students will be able to analyze a business situation, identify ethical issues, moral philosophies, and suggest viable courses of action.

Measurement: Rubric assessing ethical issues of a case (see below).

When: Embedded in upper division, Business Ethics course, MGMT 351.0, which is required of all business students. Three cases, plus final case study assignment.

Assessment Criteria	Likert Scale: 1=very poor, 2=poor, 3=fair, 4=good, 5=very good
Identified ethical issues and moral philosophies; recognized and defined the issues and explained why they are issues	
Analyzed issues and options: identified and discussed alternative solutions and possible consequences, used valid problem-solving processes	
Recommendations: provided solution(s), appropriately justified choice(s) and conclusions	
*Writing Skills: Evaluated according to the writing assignment rubric	

Writing Assignment Rubric

All writing has a purpose. Good business writing clearly and efficiently delivers information. Your grade will be based on your ability to clearly present your purpose. The grade is based on four (4) criteria. First, is the thesis (purpose) clear and conspicuous? Second, does the writing have structure presented as an outline, and does it logically flow? Third, is the thesis supported by evidence? And finally, is the writing appropriate in tone and formality, and free of significant spelling and grammar errors?

<i>Thesis Statement</i>	<i>Structure</i>	<i>Support</i>	<i>Grammar, Spelling and Style</i>
Is it Conspicuous?	Does the opening paragraph present an outline?	Are the arguments supported in the body?	Are there minimal, egregious errors in spelling and grammar?
Is it Clear?	Does the body follow the outline?	Is the support logical?	Is the formality and tone appropriate for the target audience?
Does it state a position or make a recommendation?	Does the summary provide closure?	Is the support documented, referenced, and presented in order?	Is the language professional?
	Do the arguments flow?	Is the support objective?	Is the verb tense consistent?
	Are there transitions leading the reader through a sequence of arguments?	Does the support lead to a conclusion/recommendation?	

Outstanding

- The thesis statement is clear and concise.
- The argument structure is easily recognized.
- The arguments are supported by evidence that is clear, referenced and easily located in the body or appendix.
- The writing is void of significant errors in spelling and grammar. The language is professional and the tone is appropriate.

Inadequate

- The thesis statement is hidden, poorly articulated, or non-existent.
- The arguments are void of structure and the language is rambling.
- The arguments that exist are weakly supported and poorly referenced.
- The writing is fraught with errors in spelling and grammar. The language is inappropriate and the tone is misguided

Use spell and grammar check, but don't let it substitute for a thorough proof reading before printing. Often, written communication is discounted or disregarded when there are significant errors in spelling and grammar, tone and formality. Informal language or slang should never be used. Extremely formal language should also be avoided. A "plain speak" approach is free of misunderstood formality and potentially offensive informality. Avoid using passive voice, where the object of the sentence is placed before the subject or the subject is implied. And finally, use simple sentence structure. Complex sentences are appropriate for creative writing but should be used sparingly in business communication.

Dixie State College (Peer Evaluation Form) –

Think about the following quote, and be honest and ethical in the evaluation of your peers: "The healthier the ethical environment, the more likely that marketers will take a strong stand against questionable practices."

TEAM Rubric (2 Parts)

Name: _____

Team: _____

Objective: Provide each of you with opportunities to:

- Work successfully with others who possess diverse abilities, personalities, strengths, and weaknesses toward a common goal.
- Participate in a peer evaluation process, providing constructive feedback.
- Identify the characteristics of and contribute to a successful team.

Part A: RUBRIC FOR ASSESSING TEAM PARTICIPATION (Peer Evaluation)

Scale 1 to 10 (1 = strongly disagree, 10 = strongly agree)

	Peers →	(SELF)			
1	Always manifested positive energy.				
2	Attended all scheduled meetings/Did not negatively distract from the progress of the group.				
3	Showed initiative.				
4	Timely completed all specific assignments from the group.				
5	Volunteered.				
6	Didn't cut corners/produced high quality work				
7	Contributed "out-of-the-box" ideas.				
8	Showed leadership.				
9	Was accommodating.				
10	Would want him or her to be in my group again.				
	Total				

How much time do you estimate that you spent on this team project/activity?

_____ Hours

How much time would you estimate that your peers spent on this team project/activity? (in hours)

(Self)			
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Comments:

As mentioned earlier in the study, very little research has been done on the specifics of the causes for turnover among community college presidents. The following incidents deal with turnover among public school superintendents, principals, presidents of four-year colleges and universities, and community college presidents.

George Wiley, a writer for an Idaho newspaper makes the following comments:

High turnover among Idaho school superintendents this year is baffling many educators. About one out of three of the state's top school district administrators have left their posts or been replaced for the coming school year (62:1).

Betchkal indicated that the most frequent reason for dismissing a superintendent is because he did not keep the board informed. He suggests that unless the board knows why--really why--they fired the superintendent, they are likely to fire the next one and the one after him as well. After the third man has been sent on his way the community will have become fed up and will have replaced the school board. Unless at least a majority of the board members (preferably, of course, the entire board) accepts in their own mind whatever part of the guilt is theirs--and certainly some is--the district is light years from building the kind of board-superintendent relationship that is essential if energies are to be directed to strengthening the program instead of being squandered on family battles (2:21-22).

Robson conducted a study entitled Success and Failure of Small-School Superintendents. The study was conducted in Wyoming using the critical incident technique. Robson concluded that school superintendents fail for the following five reasons:

BIBLIOGRAPHY EXAMPLE

Bibliography

1. American Association of Community, Junior, and Technical College Directory 1975 - 1979. Washington, D.C.: American Association of Community and Junior Colleges, 1975, 1976, 1977, 1978, 1979.
2. Betchkal, James. "How to Fire a Superintendent." American School Board Journal. Vol. 159, No. 10, April, 1972.
3. Bogus, J. P. The Community College. New York: McGraw-Hill Book Company, 1950.
4. Bolman, Frederick. How College Presidents Are Chosen. Washington, D.C.: American Council on Education, 1965.
5. Borland, Kenneth E. "Career Perceptions, Position Sequences, and Career Strategies of Michigan Community College Presidents," A Doctorial Dissertation. Michigan State University, 1977.
6. Bowen, Howard E. "A Nation of Educated People." Community and Junior College Journal. Vol. 49, No. 8, May 1979.
7. Burbank, Matt B. The Superintendent of Schools. Danville: The Interstate Printers and Publishers Inc., 1968.
8. Bushnell, David S. Organizing for Change: New Practices for Community Colleges. New York: McGraw-Hill Book Company, 1973.
9. Buxton, Thomas H., Pritchard, Keith W., and Buxton, Barry M. "University Presidents: Academic Chameleons." Educational Record. Vol. 57, No. 2, Spring, 1976.
10. Cavanaugh, Jerald D. "Position Sequences and Career Strategies of Public Community Junior College Presidents." A Doctorial Dissertation. University of Colorado, 1972.
11. Cole, Charles C., Jr. "The Reeling Presidency." Educational Record. Vol. 57, No. 2, Spring, 1976.
12. Cosand, Joseph P. and others. "A Community College President -- What's That?" ERIC Clearinghouse for Junior College Information Washington, D.C.: American Association of Junior Colleges, 1977.
13. Cuban, Larry. Urban School Chiefs Under Fire. Chicago: The University of Chicago Press, 1976.



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Registration Instructions

Once you have been accepted, you are ready to register for classes!

Before registering, here are a few things to keep in mind:

- If you are a first time freshman, you should consider meeting with an advisor. To set up an appointment, call (435) 652-7690.
- Do you know your "placement scores"? Some courses require a minimum test score (or prerequisite course) to register for them.
- Not sure which classes to take? Check out the degree requirements for the program you are interested in.
- OK. Now go ahead and register for your classes!

Semester Schedule

2016 Fall Semester

Apr 1	Bachelor's degree Graduation Application Deadline - Fall 2016
Apr 11	Fall Registration open to Seniors (90+ credits)
Apr 12	Fall Registration open to Juniors (60+ credits)
Apr 13	Fall Registration open to Sophomores (30+ credits)
Apr 14	Fall Registration open to all students
May 2	Fall Registration open to all students
Aug 22	Classwork Starts
Aug 22	Tuition & Fees Due
Aug 25	Last Day for Waitlist
Aug 26	Courses dropped for non-payment
Aug 26	Last Day to Add Without Signature
Aug 30	\$50 Late Registration/Payment Fee
Aug 31	Drop/Audit Fee Begins (\$10 per class)
Aug 31	Residency Application Deadline
Sep 2	End of 100% Refund Period
Sep 5	Labor Day
Sep 6	Start 50% Refund Period
Sep 12	Pell Grant Census

2016 Fall Semester - 1st 7 Week Block

This calendar is preliminary, it is not an official calendar.

Aug 15-19	Faculty Workshops
Aug 22	Start of 1st 7 week block
Aug 31	Residency Application Deadline
Sep 5	Labor Day
Oct 3	Associate's degree Graduation Application Deadline - Fall 2016
Oct 10	Last Day of 1st 7 week block
Oct 11	Final Exam - 7 week block
Oct 13-14	Fall Break

2016 Fall Semester - 2nd 7 Week Block

This calendar is preliminary, it is not an official calendar.

Oct 3	Associate's degree Graduation Application Deadline - Fall 2016
Oct 13-14	Fall Break
Oct 17	Start of 2nd 7 week block
Oct 24	Spring and Summer 2017 class schedules available online
Nov 1	Bachelor's degree Graduation Application Deadline - Spring 2017

Sep 12	Last Day for Refund	Nov 14	Spring Registration open to Seniors (90+ credits)
Sep 12	Last Day to drop without receiving a "W" grade	Nov 15	Spring Registration open to Juniors (60+ credits)
Sep 16	Last Day to Add/Audit	Nov 16	Spring Registration open to Sophomores (30+ credits)
Oct 3	Associate's degree Graduation Application Deadline - Fall 2016	Nov 17	Spring Registration Open to All Students
Oct 12	Mid-Term Grades Due	Nov 23-25	Thanksgiving Break
Oct 13-14	Fall Break	Dec 7	Last Day of 2nd 7 week block
Oct 17	Last Day to Drop Individual Class	Dec 8	Final Exam - 7 week block
Oct 24	Spring and Summer 2017 class schedules available online		
Nov 1	Bachelor's degree Graduation Application Deadline - Spring 2017		
Nov 11	Last Day for Complete Withdrawal		
Nov 14	Spring Registration open to Seniors (90+ credits)	2016 Fall Semester (Block)	
Nov 15	Spring Registration open to Juniors (60+ credits)	Mar 30	Fall 2015 Bachelor's degree Graduation Application Deadline
Nov 16	Spring Registration open to Sophomores (30+ credits)	Apr 11	Fall Registration open to Seniors (90+ credits)
Nov 17	Spring Registration Open to All Students	Apr 12	Fall Registration open to Juniors (60+ credits)
Nov 23-25	Thanksgiving Break	Apr 13	Fall Registration open to Sophomores (30+ credits)
Dec 9	Classwork Ends	Apr 14	Fall Registration open to all students
Dec 12-16	Final Exams	Aug 31	Residency Application Deadline
		Oct 3	Fall 2016 Associate's degree Graduation Application Deadline
		Oct 3	Classwork Starts
		Oct 3	Tuition & Fees Due
		Oct 4	Last Day to Waitlist
		Oct 5	Last Day to Add Without Signature
		Oct 7	Courses dropped for non-payment
		Oct 10	Drop/Audit Fee Begins (\$10 per class)
		Oct 11	\$50 Late Registration/Payment Fee
		Oct 12	Pell Grant Census
		Oct 12	Last Day for Refund
		Oct 12	Last Day to drop without receiving a "W" grade
		Oct 13-14	Fall Break
		Oct 17	Last Day to Add/Audit
		Oct 24	Spring and Summer 2016 Class schedules available online
		Oct 28	Last Day to Drop Individual Class
		Nov 1	Spring 2017 Bachelor's degree Graduation Application Deadline
		Nov 11	Last Day for Complete Withdrawal
		Nov 14	Spring Registration open to Seniors (90+ earned credits)
		Nov 15	Spring Registration open to Juniors (60+ earned credits)
		Nov 16	Spring Registration open to Sophomores (30+ earned credits)
		Nov 17	Spring Registration open to All Students
		Nov 23-25	Thanksgiving Break
		Dec 9	Classwork Ends
		Dec 12-16	Final Exams

Final Exam Schedule

Fall 2016 Final Exam Schedule

Daytime Classes			
Class Type	Class Time	Exam Day	Exam Time
Daily, MWF, MTWF, MWRF, MW, etc.	7:00 a.m.	Mon, Dec 12	7:00 a.m. - 9:00 a.m.
	8:00 a.m.	Wed, Dec 14	8:30 - 10:30 a.m.
	9:00 a.m.	Fri, Dec 16	9:30 - 11:30 a.m.
	10:00 a.m.	Mon, Dec 12	10:30 a.m. - 12:30 p.m.
	11:00 a.m.	Wed, Dec 14	11:00 a.m. - 1:00 p.m.
	12:00 p.m.	Fri, Dec 16	12:00 p.m. - 2:00 p.m.
	1:00 p.m.	Mon, Dec 12	1:00 p.m. - 3:00 p.m.
	2:00 p.m.	Wed, Dec 14	1:30 p.m. - 3:30 p.m.
	3:00 p.m.	Fri, Dec 16	2:30 p.m. - 4:30 p.m.
	4:00 p.m.	Mon, Dec 12	3:30 p.m. - 5:30 p.m.
Tue/Thur	7:30/8:00 a.m.	Tue, Dec 13	8:00 a.m. - 10:00 a.m.
	9:00 a.m.	Thu, Dec 15	9:30 a.m. - 11:30 a.m.
	10:30 a.m.	Tue, Dec 13	10:30 a.m. - 12:30 p.m.
	12:00 p.m.	Thu, Dec 15	12:00 p.m. - 2:00 p.m.
	1:00 p.m.	Tue, Dec 13	1:00 p.m. - 3:00 p.m.
	2:30 p.m.	Thu, Dec 15	2:30 p.m. - 4:30 p.m.
	4:00 p.m.	Tue, Dec 13	3:30 p.m. - 5:30 p.m.

Once a Week or Evening Classes
 Classes which meet once a week and/or in the evening (5:00 p.m. or later) hold Final Exams during the regularly scheduled class time during the Final Exam week.

Available Resources

As a student at Dixie State University, you have access to several helpful resources:

- Library
- Computer Lab (located at the Smith Computer Center and the Library)
- Disability Resource Center - Provides services and accommodations to students with disabilities.
- IT Student Help Desk - We provide support for the following: Canvas, Dmail, wireless, software resources for students, and student laptop lease program.
- Online Writing Lab - Many writing classes utilize this site. Among other things, students can use the Online Writing Lab to submit papers electronically to the Writing Center.
- Student Success Center (www.dixie.edu/studentsuccess) - The Student Success Center (SSC) at Dixie State University is a collaboration of various student-centered programs and resources geared towards helping our students achieve their educational and personal goals.
- Testing Center - The Testing Center at DSU is comprised of 3 separate testing operations: a Classroom Testing Center, a Prometric Center, and an additional Professional Testing Center.
- Tutoring Center - Free and open to all students. Improve your study skills and clarify concepts and class material.
- Writing Center - "Our mission is to help you become a better writer by approaching your assignments as a process of invention, writing, and revision."

Policies and Statements

- Academic dishonesty / Academic integrity policy, see section 4C.
- Disruptive behavior policy, see section 2, Student Behavior and section 5, Student Professional Conduct.
- Absences related to college functions, see university Student Services policy 23.5
- Disability/Accessibility Resources

If you are a student with a medical, psychological, or learning disability or think you might have a disability and would like accommodations, contact the Disability Resource Center (652-7516) in the North Plaza. The Disability Resource Center (<http://dixie.edu/drcenter/>) will determine eligibility of the student requesting accommodations and determine the appropriate accommodations related to the disability.

- Dmail:

You are required to frequently check your Dmail account. Important class and university information will be sent to your Dmail account, including DSU bills, financial aid/scholarship notices, notices of canceled classes, reminders of important dates and deadlines, and other information critical to your success at DSU and in your courses. To access your Dmail account, visit go.dixie.edu/dmail. If you do not know your Dmail username or you have forgotten your PIN, visit go.dixie.edu/mydixie and follow the respective instructions.

- Title IX Statement:

DSU seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of sexual harassment/misconduct/assault we encourage you to report this to the college's Title IX Director, Cindy Cole, (435) 652-7731, cindy.cole@dixie.edu. If you report to a faculty member, she or he must notify the Title IX Director about the basic facts of the incident.

Required Syllabus Information for Faculty Members

For interested faculty members, we have included a list of all information needed for a course syllabus here



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