



## Special Trimester, Fall 2025

### OT607: Becoming an OT Professional (BOTP) IV

#### SYLLABUS AND TOPICAL OUTLINE

	Instructor Information
Faculty	Dr. Sharon M McCloskey Dr. Stefanie Seanor
Contact	<a href="mailto:mccloskeys@sacredheart.edu">mccloskeys@sacredheart.edu</a> <a href="mailto:seanors@sacredheart.edu">seanors@sacredheart.edu</a>
Office Hours	Monday through Friday. Please make an appointment.
Office Location	OT Suite N115

#### Course Overview

	Course Information
Course Meeting Times	Sections A and B - Mondays, 2.30-5.30
Format	<p>The content of this course will be delivered through mini-lectures, readings (prior to class), quizzes (in-class), and collaborative, small group, in-class engagement activities. This course also includes a major group project – the design of a business plan; which will be addressed at frequent intervals across the trimester.</p> <p>Students will be required to prepare for each class through readings (a modified Team-Based Learning (TBL) approach), use of the readiness assurance quizzes, individually and groups, the application process and the completion of cases, individual and group assignments. Additionally, students will learn the team skills required of an occupational therapist on healthcare or education teams, sharing information appropriately while listening to others' views respectfully and with thoughtful consideration. The format for this course will be preparatory reading, small tutorials, and group work in-class, combined with lecture, discussion, learning activities, readings, and projects.</p>
Location	Building location: CHE, 4000 Park Avenue, Fairfield, CT Class location: S205
Credit & Workload	This 3-credit course is offered in a 16-week special trimester calendar; in the fourth academic trimester of the program.



	One (1) credit hour represents 45 hours of work over the course of a term, which includes activities such as lectures, discussions, group work, individual work, and experiential activities. For a three (3) credit hour course, the total expected workload is 135 hours. In a 16-week course, this course averages approximately 8.4 hours per week.
<b>Prerequisites</b>	Becoming an OT Professional I, II, and III

## Course Information

### COURSE DESCRIPTION and PURPOSE:

Part IV of this series Becoming an OT Professional (BOTP) continues to scaffold your learning with more advanced topics, moving from the foundational concepts of BOTP II and BOTP Part III related systems and organizations, health policy and law, and introductory topics of leadership and management. The purpose of this course is to advance your learning about the context of service delivery and the management of occupational therapy services in which OT services are provided.

Today the development of leaders, managers, and supervisors in our work environments, and in society at large is at a critical junction – too important to leave to chance. We are in a changing society, a changing world for occupational therapy in healthcare, education, community, and non-traditional settings. We need to develop our leadership knowledge, ‘soft-skills’, management skills, professionalism, and engage in perspective-taking to ‘influence’ others. There is not one way to lead, we all will find ourselves ‘leading’ in different ways, depending on the future roles you will be fulfilling. Leadership and management are not innate characteristics but skills that can be learned through self-awareness and development. Everyone needs to understand concepts related to leadership, management and supervision, develop a clear understanding of the ambiguity and complexity of roles, and be prepared to ensure that high-quality, evidence-based occupational therapy is delivered in an effective, seamless and successful manner, while navigating the challenges of a changing context. This class examines the role of an occupational therapy practitioner as a healthcare and education professional, and all the aspects involved in that role, together with professionalism.

This course includes exploration of the contexts in which occupational therapy professionals’ function, whether you engage in clinical practice, academia, management, research, consultant, private practitioner, or as an entrepreneur. The purpose of this course is to give an overview of leadership, management, and supervision, how leaders are developed, the primary roles,



responsibilities, and functions of an occupational therapy manager, supervisor, and /or leader across various health and education organizations and settings. This course explores the major theories of leadership and management, with emphasis on transformational leadership and the theories of motivation and behavior. This course includes teaching and learning about the application of leadership and management principles in the provision of occupational therapy services, including business aspects of practice. Preparing future leaders and the study of leadership styles and strategies, relies on a broad perspective of literature in this area.

The course utilizes the formats of lecture, seminar, flipped-classroom, collaborative group-work, and projects to study leadership, management and supervision. Expectations for this course includes student engagement and participation in the integration of knowledge, skills and professional behaviors. During the semester, each student works as part of a professional group both inside and outside of the classroom, developing a comprehensive business/program plan, allowing you to integrate and utilize new learning. Examination of all aspects of management takes place in detail, including strategic planning, leading and managing people and programs, operations, budgeting, and marketing. Determining the best course of action in management, supervisory, and leadership situations occurs through the analysis and evaluation of situations, and use management research, using evidence-based processes to engage in effective decision-making which leads to effective actions.

## **COURSE RELATIONSHIP TO OCCUPATIONAL THERAPY PRACTICE AND AOTA VISION 2030:**

*“Vision 2030 is:*

- *The guiding force and definitive aspiration for the profession, to which AOTA aligns its organizational, strategic, and operational plans for maximum mission impact over the next five years.*
- *Inextricably linked to AOTA’s mission to advance occupational therapy practice, education, and research through standard setting and advocacy on behalf of its members, the profession, and the public.*
- *Essential to the profession’s ongoing viability and success,”* ([AOTA](#), 2025).

*“As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living,”* ([AOTA](#), 2025).



**Vision Statement:** Enriching life for ALL individuals and society through meaningful engagement in everyday activities.

Foundational Pillars			
Inclusive and Equitable Professional Community	Evidence-Based, Client-Centered, and Innovative Practice	Universally Recognized with Valued Excellence	Occupational Justice and Advocacy
Creates a supportive environment fostering belonging, collaboration, networking, and continuous learning for all professionals to enhance growth and development.	Delivers high-quality and skilled care using latest research, focusing on individual client needs and goals while encouraging innovative approaches to enhance treatment outcomes.	Establishes occupational therapy's importance across various settings, demonstrating its unique value in improving individuals' quality of life and functional abilities.	Promotes education, advocacy, accessibility, and the right for ALL to engage in meaningful occupations through collaboration with consumers, other professionals, and policymakers.

([AOTA](#), 2025)

## OUR THOUGHTS ABOUT LEARNING IN RELATION TO THIS COURSE

While it may appear that knowledge is certain, that there are facts we can count on, in reality knowledge changes over time. What we did in occupational therapy in the 1950's is not what we do today. We can teach you skills, assessment tools, and specific diagnostic categories, but all of that may be different in 20 years. Certain tools may no longer exist, the DSM may change the criteria for a diagnosis or drop it altogether, and the skills you rely on today may be shown to be ineffective by tomorrow's research.



Therefore, an important characteristic for you to develop is your capacity for curiosity and the desire to continually learn and improve. If you remain static in OT, you may become bored and may burn out. If the profession remains static, we may become irrelevant. All of us must engage in continual improvement for our profession to remain viable and for us to achieve our centennial vision.

We believe that all our students can learn given sufficient resources, proper instruction, and adequate motivation and effort. For you to continue a path of lifelong learning as an OT, and not become stifled and complacent, you will need the intention to do so, the motivation, drive, and curiosity to ensure you do not become bored or boring, in your practice. We will make this course playful and silly wherever it is appropriate to do so.

We also believe in evidence-based teaching and have crafted activities and assignments that research suggests will help you learn the material. There is abundant evidence that repetition is important, that writing (in pencil) helps you to remember, that merely reading and highlighting content is not sufficient for long term learning, and that quizzes, and self-questioning will help you learn. We will use many, if not all, of these strategies this semester.

## RELATIONSHIP TO CURRICULUM DESIGN

The cornerstone of the MSOT program and curriculum at SHU is **“Transformation through values-based education.”** Our curriculum design is a blueprint for learning. The curriculum reflects the mission, vision, and philosophy of our program. Our program philosophy contains our beliefs about occupations, human beings, learners, and teaching practices. Consequently, the design of the curriculum has emerged from our philosophical beliefs. The Sacred Heart University occupational therapy program curriculum-design is based on the longstanding symbol of occupational therapy, the profession, going back to our professional history and roots, to that of weaving. Weaving is the craft of fabric production, in which two distinct sets of yarns or threads are interlaced at right angles to form a fabric or cloth. The visual representation of a piece of cloth shows the intersections of the warp and weft of the woven fabric. Our curriculum design utilizes the warp as a representation of the values of the profession, the program, and the university. Within this course, the values of *authenticity, justice, integrity, altruism, and open-mindedness* are emphasized. The weft are the threads or streams of occupational therapy content, knowledge, skills, the experiences that comprise the foundation of our program (occupational performance analysis and interpretation, enabling occupations, scholarship, professional communication, interpersonal skills, and professionalism).



## **INSTRUCTIONAL METHODS:**

As developing occupational therapists, we wish for you to gain an understanding that flexibility and responsiveness to changing contexts is essential to influence and lead others. Within this course you will learn that some leadership abilities are innate, but learning leadership and management skills can and will occur given the right conditions. This class presents what we know to be true today about leadership in action and will provide you with the knowledge to develop the skills and abilities required of leaders and innovators in the arena of health care and educational organizations and systems.

Students will be required to prepare for each class through readings (a modified Team-Based Learning (TBL) approach), use of the readiness assurance quizzes, individually and groups; the application process and the completion of cases, individual and group assignments. Additionally, students will learn the team skills required of an occupational therapist on healthcare or education teams, sharing information appropriately while listening to others' views respectfully and with thoughtful consideration. The format for this course will be preparatory reading, small tutorials, and group work in-class, combined with lecture, discussion, learning activities, readings, and projects.

## **COURSE POLICIES:**

All university programs and courses adhere fully to the University Policy on Academic Integrity, as stated in the [Undergraduate and Graduate Catalogs](#) and on the [Academic Integrity Web Page](#).

Academic dishonesty (e.g., cheating, plagiarism, and other unethical behavior) could result in a grade of F for the assignment and/or course.

Please see the folder titled 'SHU Syllabus Extension: Student Supports & University Policies' in Blackboard, within the syllabus folder. This section of Blackboard provides an overview of key university services and policies designed to support your success at Sacred Heart University. It is also an official part of the course syllabus.

This syllabus and course outline are subject to change by the instructor during the semester. Changes may be necessary because of students' specific interest(s), general class progression, and class cancellations. If such changes are implemented, they will be announced in class and posted online. This syllabus and any addendums attached shall not be construed by the student as a contract, implied or expressed, between the student and/or the professor and the University.



## **COURSE MATERIALS:**

### **REQUIRED TEXT:**

Jacobs, K. & McCormack, G., L. (2019). *The occupational therapy manager* (6th ed.). Bethesda, MD: AOTA Press

### **USEFUL TEXTS:**

Braveman, B. (2016). *Leading and managing occupational therapy services; An evidence-based approach* (2<sup>nd</sup> ed.). Philadelphia, PA: F. A. Davis Company

Dunbar, S. B., Winston, K. (2017). *An occupational perspective on leadership; Theoretical and practical dimensions* (3<sup>rd</sup> ed.). Thorofare, N.J: SLACK Inc.

Northouse, P. G. (2026). *Leadership: Theory and practice* (10<sup>th</sup> ed.). Los Angeles, Ca: Sage

Other assigned articles and readings will be posted on Blackboard.

**Link to SHU Bookstore:** [SHU Bookstore](#)

## **STUDENT BUDGET FOR COURSE SUPPLIES:**

All materials for this course will be provided by your instructors. The Occupational Therapy Department has already selected and purchased a wide range of materials for use during this course.

## **INDIVIDUAL AND GROUP WORK:**

Students are responsible for independent reading of all materials. Students are responsible for independent work, unless there is a requirement for group work. If group work is a requirement, students are expected to participate fully, collaborate, share, and exchange in equal measure





## LEARNING OBJECTIVES AND OUTCOMES:

Each program in OT must meet the same Accreditation Council for Occupational Therapy Education (ACOTE) standards. How they are met varies from program to program. The standards that are addressed in this course are listed in the table below. This link will allow you to review all the [ACOTE standards](#).

The course objectives, program objectives, the mission and vision of the department and the overall curricular design are all linked to the ACOTE standards. Table 1 shows the connection between the entire course series objectives, the program objectives they are linked to, and the ACOTE standards that are addressed in this course, as well as how we plan to meet and measure the learning objectives for this course.

### Course Objectives and Standards

See next page for Table 1- Program Outcomes, Course Objectives, ACOTE Standards, Learning Activities & Measures





**Table 1- Program Outcomes, Course Objectives, ACOTE Standards, Learning Activities & Measures**

Program Outcomes	Course Objectives	ACOTE Standards	Learning Activities	Learning Measures
Upon successful completion of the MSOT program, students will be able to:	Upon successful completion of this course, students will be able to:			
Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning	1. Apply foundational leadership and management theories and perspectives; and be able to apply the theoretical and practical dimensions of leadership and management knowledge to program development and the delivery of occupational therapy services (including strategic planning, marketing, financial management, CQI, and supervision of personnel)	B.2.11 Leadership  B.4.4 Business aspects of practice  B.4.7 Evolving service delivery models  B.4.8 Quality management and Improvement  B.4.9 Supervision of personnel	Mini lectures and discussion  Business/program planning and weekly development  Business Plan Teams  Weekly team leadership opportunities/peer feedback  In-class activities – SWOT analysis, marketing, finance, staffing, and CQI  Leader panel experience and interview opportunities	Test and quizzes  Business/program plan assignment  Leader Interview assignment  In Class Measures/ Participation
	2.		Mini lectures and discussion	Self-assessment assignment



Engage in continual learning and evidence-based practice with intellectual open-mindedness	Identify and analyze personal and professional strengths; and create strategies to develop leadership, managerial, supervisory and entrepreneurial skills and abilities for service delivery and practice	B.2.11 Leadership  B.4.7 Evolving Service Delivery Models	In-class activities Review values self-assessment and reflection  Leader panel experience and interview opportunities  Values exploration and assessment  Articles – synthesis, reflection, discussion	In Class Measures/ Participation - Self-assessment - Entrepreneurship  Article review assignment  Leader interview assignment
Exhibit team collaboration skills, inter-professional practices, and demonstrate cultural humility in all communications and encounters	3. Demonstrate an understanding of the principles of team dynamics and team roles; analyze and apply effective team skills in collaborative group work	B.3.21 Effective Communication  B.3.22 Principles of Interprofessional Team Dynamics	Mini lectures and discussion  In-class activities Creation of weekly team agenda for business planning meetings  Opportunities to effectively lead business meetings  Business Plan Teams	Test and Quizzes  In Class Measures/ Participation - Team Talk Analysis - Supervisory role-play - Role-play - interprofessional communications
Demonstrate the knowledge and skills required of an entry level occupational	4. Create a business/program plan proposal presentation, and ‘compete’ in communications about the program	B.3.21 Effective Communication	Mini lectures and discussion  Business/program planning and weekly development	Test and quizzes  Business/program plan assignment



<p>therapist, including critical thinking and clinical reasoning</p> <p>Exhibit team collaboration skills, inter-professional practices, and demonstrate cultural humility in all communications and encounters</p>	<p>plan in 'Shark Tank' professional event.</p>	<p>B.3.22 Principles of Interprofessional Team Dynamics</p>	<p>Business Plan Teams</p> <p>'Shark Tank' preparation and experience</p>	<p>Shark Tank – professional presentation assignment</p>
<p>Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally</p> <p>Exhibit team collaboration skills, inter-professional practices, and demonstrate cultural humility in all communications and encounters</p>	<p>5. Evaluate and critique ethical decision-making in team interactions and apply knowledge in conflict and change management</p>	<p>B.2.10 Ethics and Professional Interactions</p> <p>B.3.22 Principles of Interprofessional Team Dynamics</p>	<p>Mini lectures and discussion</p> <p>In-class 'ethical reasoning' and decision-making activity</p> <p>In-class change management and conflict resolution experiences</p> <p>Exploration of 'Team Talk' challenges and conflict resolution</p>	<p>Test and quizzes</p> <p>In Class Measures/ Participation</p> <ul style="list-style-type: none"> <li>- Role-play participation - interprofessional communications and conflict management</li> </ul>
<p>Demonstrate the knowledge and skills required of an entry level occupational therapist, including critical thinking and clinical reasoning</p>	<p>6. Demonstrate an understanding and apply knowledge of the OT manager role – planning, organizing, and staffing, including human resource planning, credentialing and licensure</p>	<p>B.4.5 Requirements for Credentialing and Licensure</p> <p>B.4.9 Supervision of personnel</p>	<p>Mini lectures and discussion</p> <p>Business Plan Teams</p> <p>Business/program planning and weekly development</p>	<p>Tests and quizzes</p> <p>Business/program plan assignment</p> <p>In Class Measures/ Participation</p> <p>-operations and human resource management</p>



## Course Schedule

*Subject to change per instructor*

## Table 2: Topical Outline

**PLEASE SEE BB SHELL – TOPICAL OUTLINE**

## Final Grades

*Please read this section carefully.* Final grades will be determined by student performance according to the following:

Assignment/Assessment	Percentage of Grade
Values Self-Assessment	5%
Article Review	10%
Leader Interview	10%
Quizzes (x 10) on readings/mini-lectures	10%
Business/Program Plan – sections will be due across the semester <ul style="list-style-type: none"><li>- Gant Chart</li><li>- Peer Feedback</li><li>- Part One</li><li>- Part Two</li><li>- Part Three</li><li>- Final Written Plan</li><li>- Shark Tank Presentation</li></ul>	60%
In-Class activities/participation	5%
<b>Total</b>	<b>100%</b>

The final letter grade is assigned in accordance with the university grading policy: [SHU Graduate Grading System](#).



## Student Expectations

### **ATTENDANCE:**

As per program policy, a 100% attendance rate for all courses is required. Per university policy, attendance will be recorded on Blackboard for each class and for each student. Absences from classes are allowed only under extraordinary circumstances, such as illnesses, emergencies, religious obligations, or important family events; for example, a wedding of an immediate family member. Documentation for an absence due to an important family event requires at least three weeks advance notice, and documentation of all other absences confirming circumstances that caused them are required within a week of returning to school. Please contact the course instructor in advance of an absence unless it is an emergency. In case of emergency, notify the department as soon as possible.

Failure to follow these procedures will result in the total grade reduction of one letter grade increment for each unexcused absence. Please refer to COVID Contingencies policy in the Student Manual with regards to absences/isolation for colds and flu symptoms, or the SHU Coronavirus web page. Please note that, while classes might take place online (using Zoom, Webex, or Microsoft Teams) in case of inclement weather or other unforeseen circumstances, attendance policies for the online classes are the same as for the in-person classes.

To the extent permitted by federal and state copyright laws, the class lectures and materials provided by the professor are copyrighted. By participating in the class lectures, students consent to the video and audio recording of said lectures. As part of the requirements of the course, students are required to participate, whether in person or via electronic communications. At the professor's discretion, students may be required to leave their audio and video devices on during the class lectures.

### **ACADEMIC INTEGRITY and PARTICIPATION:**

Please refer to the 2025-2027 O.T. Student Handbook.

### **PROFESSIONAL BEHAVIORS:**



Please refer to the 2025-2027 O.T. Student Handbook.

## ARTIFICIAL INTELLIGENCE PLATFORMS:

In accordance with Sacred Heart University's [Academic Integrity Policy](#), the use of Artificial Intelligence platforms is on a case-by-case basis in the Department of Occupational Therapy. Students are permitted to use artificial intelligence chatbots (such as ChatGPT) **only when explicitly directed by the instructor**. If you are ever unsure whether the use of an artificial intelligence chatbot is allowed, please contact the instructor prior to using it.

## How We Support Your Learning at SHU

### WHAT YOU CAN EXPECT FROM YOUR OCCUPATIONAL THERPAY FACULTY:

- Your materials will always be available to you at least one week before class (usually much earlier than that).
- We will answer your emails during the work week within 24 business hours.
- We will grade your papers and have things back to you within 3 weeks of your turning them in (if you turn them in on time).
- We will explain why we are doing what we are doing. We don't believe in 'busy work' and won't give you any.
- We have very high standards for your behavior and ours. We believe in Stephen Covey's 7 habits of highly effective people (proactive behavior, goal setting, prioritization, mutual benefit, communication, collaborative synergy, and continuous self-improvement). We also believe that to demonstrate and model responsibility and efficacy, we must have integrity. Integrity starts with making and keeping promises and commitments. We pride ourselves on being dependable and keeping our commitments.
- When we are meeting with you, and in class with you, you will have our undivided attention. We will all practice 'being present' in the moment in our communication with each other. 'Being present' in the moment is an important skill to learn. If it ever seems like we are distracted and not listening fully, please say so. If you ask a question when we are distracted or when we cannot give you our full attention (for



example at the beginning of class while setting up), we will tell you so and will tell you when we will be able to give you our full attention.

- We will start and end class on time, unless there are extreme events.
- We spend a lot of time planning what we will do in class and what we think are activities that will help you learn this material- but that will also be fun.
- We will model the same professional behaviors we expect of all of you. We will treat you as a future colleague and an adult student. Please speak with us if you're having any difficulties with the material or assignments. However, we also believe in personal responsibility.

## UNIVERSITY STUDENT SUPPORTS

### Our Commitment to Inclusive Excellence

As a student, it is important to know that at Sacred Heart University, inclusive excellence is not just a value – it is a foundational element that shapes our academic mission, our community culture, and our collective future. As a Catholic institution guided by a commitment to human dignity, justice, and the common good, we believe that true excellence is only possible when equity, inclusion, and belonging are fully woven into the fabric of our classrooms and university life.

In every course, we are called to foster environments where all members of our community feel seen, heard, respected, and empowered to thrive. This is a shared responsibility among SHU faculty, staff, and students. We look forward to the contributions you will make to help uphold this commitment to one another.

### University Student Offices

There are multiple support offices eager to support your learning and success at SHU. The services below are available for undergraduate and graduate students:

#### Academic & Technology Supports:





- **Center for Teaching and Learning (CTL)** - offers tutoring, writing, and learning support for all SHU undergraduate and graduate students. Visit the PASS Portal to sign up for tutoring, submit a paper for feedback through the Online Writing Lab (OWL), or look up peer-assisted learning opportunities for specific courses. Questions? Contact [CTLtutoring@sacredheart.edu](mailto:CTLtutoring@sacredheart.edu).
- **Office of Student Advising & Success (SAS)** – offers appointments with student success coordinators and advisors who are ready and eager to meet with you about exploring majors and programs, and key academic skills such as time management. Questions? Contact [studentsuccess@sacredheart.edu](mailto:studentsuccess@sacredheart.edu).
- **Office of Student Accessibility (OSA)** - Sacred Heart University provides equal educational opportunities for all students regardless of disability status. Students requesting accommodations should contact OSA. Students must be registered with OSA and submit appropriate documentation to be granted accommodations. · Questions? Contact Kathy Radziunas ([radziunask@sacredheart.edu](mailto:radziunask@sacredheart.edu)).
- **Technical Support @ The Factory** – offers technical support, including Blackboard and classroom technology help, across walk-in, phone, self-service, help articles formats. Questions? Contact [techsupport@sacredheart.edu](mailto:techsupport@sacredheart.edu).
- **University Library** – offers research and information support, in person and online. To begin your research now, you can book a study room, schedule an appointment with a librarian, and explore online tutorials all through the SHU Library website. Questions? Contact [reference@sacredheart.edu](mailto:reference@sacredheart.edu).

## Student Life Supports:

- **Counseling** - Students may experience a variety of challenges while enrolled at SHU. SHU provides both undergraduate counseling and graduate counseling services. Questions? Contact [counselingcenter@sacredheart.edu](mailto:counselingcenter@sacredheart.edu).
- **Dean of Students Office** - If you are experiencing challenges with accessing food, housing, technology, or other resources that may affect your performance, there are university resources available to support you. Contact Dean of Students, Denise Tiberio ([tiberiod@sacredheart.edu](mailto:tiberiod@sacredheart.edu)).



- **Campus Ministry** - provides faith-based support for students across religious backgrounds, including retreats, liturgical ministry, service experiences and more. Questions? Contact [campusministry@sacredheart.edu](mailto:campusministry@sacredheart.edu).

## University Policies

### Anti-Discrimination Policy

Discrimination and discriminatory harassment on the basis of protected characteristics, as defined in our Anti-Discrimination and Discriminatory Harassment Policy, are strictly prohibited. This Policy applies to all Sacred Heart University students, faculty, and staff.

If you believe you have witnessed or experienced bias, discrimination, or discriminatory harassment in any way, you are encouraged to submit an Incident Report or contact [inclusiveexcellence@sacredheart.edu](mailto:inclusiveexcellence@sacredheart.edu).

### Academic Integrity Policy

All Sacred Heart University programs and courses adhere fully to the University Policy on Academic Integrity, as stated in the Undergraduate and Graduate Catalogs and on the Academic Integrity Web Page. Academic dishonesty (e.g., cheating, plagiarism, unauthorized use of artificial intelligence, and other unethical behavior) could result in a grade of F for the assignment and/or course. Be sure to carefully review the syllabus and consult with your instructor regarding specific academic integrity expectations in your course.

### Policy on Syllabus Changes and Contractual Obligations

This syllabus and course outline is subject to change by the instructor during the semester. Changes may be necessary because of students' specific interest(s), general class progression, and class cancellations. If such changes are implemented, they will be announced in class and/or posted online. This syllabus and any addendums attached shall not be construed by the student as a contract, implied or expressed, between the student and/or the professor and the University.