Meeting Times

Wednesday, 5:30 PM to 9:00 PM, Orlando, Fl (and WebEx)

Office Hours: Mondays 4:30 to 5:30PM, Wednesdays 1:00 to 3:00PM, Sundays 5:30 to 8:30PM and by Phone Appointment.

Contact Information

- Email: dwightelliott55@webster.edu
- Office: Orlando, Fl
- Phone: (407) 697-5277

Description

This course provides an overview of legal issues affecting human resources management. It focuses on the impact of law on individuals in organizations, recognition of legal problems, and the legal impact of human resource decisions. The course content includes laws, regulations, and court decisions covering labor-management relations.

Requisites
- None

Outcomes

Upon successful completion of this course, the student will be able to:

1. Define, discuss, and differentiate important terminology, facts, concepts, principles, laws and legal theories relating to employment law.
2. Apply appropriate terminology, facts, concepts, principles, laws and legal theories when analyzing basic employment law problems.
3. Suggest appropriate solutions to basic employment law problems using the terminology, facts, concepts, principles, laws and legal theories taught in the course.
4. Evaluate the quality of their solutions against appropriate criteria.
5. Discuss the role of employment law in helping make decisions about human resources management problems.

Required Textbook

8th edition Employment Law for Business

Publisher: MCG
Edition: 8th
ISBN: 978-0078023798
## Deliverables

### Assignments & Quizzes Overall Grading Scale

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Points</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forum Discussion &amp; Participation Requirement</td>
<td>800 Points</td>
<td>38%</td>
</tr>
<tr>
<td>8 Online Forum Discussion Participation Assignments @ 100 Points each</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quizzes</td>
<td>600 Points</td>
<td>29%</td>
</tr>
<tr>
<td>(6 Quizzes) @ 100 points each</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Midterm Exam: Midterm Exam covers Chapters 1-6</td>
<td>200 Points</td>
<td>10%</td>
</tr>
<tr>
<td>Course Project &amp; Research Paper</td>
<td>300 Points</td>
<td>13%</td>
</tr>
<tr>
<td>NOTE: See full assignment description details and requirements below and in Online classroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam: Final exam is cumulative.</td>
<td>200 Points</td>
<td>10%</td>
</tr>
<tr>
<td>Totals</td>
<td>2100 Points</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1890 – 2100</td>
<td>90% – 100%</td>
<td>A</td>
</tr>
<tr>
<td>1680 – 1879</td>
<td>80% – 89.9%</td>
<td>B</td>
</tr>
<tr>
<td>1470 – 1679</td>
<td>70% – 79.9%</td>
<td>C</td>
</tr>
<tr>
<td>1260 – 1469</td>
<td>60% – 69.9%</td>
<td>D</td>
</tr>
<tr>
<td>Below –1259</td>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

## Evaluation

### Forum Discussion Participation Requirements

**CLARIFICATION: Forum Discussion Grading Rubric and Evaluation System**

By the end of the week, respond to the discussion question(s) assigned by your professor (at least 1 major question) and submit your responses to the discussion area—at least 2 responses to your classmates. Start reviewing and responding to your classmates as early in the week as possible to increase the interaction in the course. You should review and critique the work of at least two other
students in each discussion question.

<table>
<thead>
<tr>
<th>Thread Discussion Grading Criteria and Respective Point Value:</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Provided substantive analysis to the discussion questions assigned. The main response to a &quot;Professor Analysis Question&quot; or &quot;Original Question&quot; presented by the professor must be at least 200 words in length (highly recommended)</td>
<td>20</td>
</tr>
<tr>
<td>2) Used vocabulary relevant to the current week’s topics—atleast (5) five terms.</td>
<td>20</td>
</tr>
<tr>
<td>3) Justified ideas and responses by using appropriate examples and references from course textbook, (state author &amp; page #), articles and journals, legal related web sites, and other references or personal experience. Please review APA Presentation in “Doc Sharing” to understand how to reference and cite a source. EX. (Casey, Pg. 56)</td>
<td>20</td>
</tr>
<tr>
<td>4) Presented a structured report free of spelling and grammatical errors and cited sources in APA format when necessary (please reference page #’s of your sources)</td>
<td>20</td>
</tr>
<tr>
<td>5) Participated in the discussion by providing a statement of clarification, providing a point of view with rationale, challenging a point of discussion, or making a relationship between one or more points of the discussion.</td>
<td>20</td>
</tr>
<tr>
<td>Total:</td>
<td>100</td>
</tr>
</tbody>
</table>

Posting requirements for full credit are:

A. Post 3 high quality posts (minimum) in the thread discussion by end of the week.

B. Posting less than high quality requires more posts to achieve full credit. (See syllabus for descriptions of quality.)

C. If you have posted 3 posts in a thread, but missed other requirements, then my reductions will be as follows (per thread):

   a) 2 points/day/thread
   b) 2 points reduction/day for each day start after Thursday
   c) A reduction for any post less than high value (see E)

E. If you have posted less than 3 posts in a thread, then you achieve points based on points/posts.

   • high value post=5 points
   • medium value posts = 3-4
   • low equal 1-2
   • no posts=0

Students are required to post to the major Thread Discussion Topics each week as assigned by the professor (1 post each discussion topic) and “respond” to 2 other student’s postings in the Thread Discussion. Therefore, there should be a minimum total of 3 postings across the Thread Discussions each week. This will give you full credit in terms of quantity, but remember that you will also be graded on the “quality” of your responses, so do good research :).
EXAMPLE of Student High Quality Forum Discussion Postings (with Textbook Citations & Sources)

Bell's philosophy was that the CPE was bundled in with their telecommunications service and "its customers bought service and service alone." The company provided customers with all their CPE and froze out foreign CPE by prohibiting their interconnection to the Bell network. The ostensible purpose of these provisions was to protect the physical integrity of the network from dangers such as erratic voltage generation caused by defective equipment. Their practical effect was to eliminate all competitive suppliers of CPE. (Benjamin, Lichtman, Shelanski, Weiser, p. 714).

In 1948 when the FCC struck down a foreign attachment provision that prohibited the use of recording devices in connection with interstate service, Bell contended that any device connecting a recorder to the network was "of primary importance to the telephone service and a part of the telephone facilities"; it was therefore "essential" that any such device be "furnished, installed, and maintained by the telephone companies." (Benjamin, Lichtman, Shelanski, Weiser, p. 714).

In the case of the Hush-A-Phone device which was designed to create extended privacy of a telephone conversation, the FCC agreed with Bell that "the unrestricted use of foreign attachments ... may result in impairment to the quality and efficiency of telephone service, damage to telephone plant and facilities, or injury to telephone company personnel." Foreign attachments would have to be analyzed one case at a time. And, after lengthy analysis, the Commission concluded that this particular snap-on cup would "be deleterious to the telephone system and injure the service rendered by it." As a general principle, "telephone equipment should be supplied by and under control of the carrier itself." (Benjamin, Lichtman, Shelanski, Weiser, Stuart, Douglas, p. 715). However, after the DC Circuit affirmed "the telephone subscriber's right reasonably to use his telephone in ways which are privately beneficial without being publicly detrimental" the FCC ruled any form of CPE could be attached to the network "so long as the interconnection does not adversely affect the telephone company's operations or the telephone system's utility for others. Unvarnished claims of threatened harm to the network would no longer suffice. (Benjamin, Lichtman, Shelanski, Weiser, pp. 715 - 716).


Research Project Information, Description & Details

Objective: To expose the student to research methods and teach format skills for reporting research findings.

Guidelines:

- Please include a title for your project. Papers must 10–15 pages in length (this would be roughly one page per area included in the report), double spaced, with 12-point font. Include a cover page, table of contents, introduction, body of the report, summary or conclusion, and works cited.
- Even though this is not a scientific-type writing assignment, and is mostly creative in nature, references are still very important. At least six authoritative, outside references are required (anonymous authors or web pages are not acceptable).
- Appropriate citations are required.
- All Seminole State college policies are in effect, including the plagiarism policy.
- Final version of the Research Papers are due during Week 11 of this course.
- Any questions about this paper may be discussed in the weekly Q & A Discussion topic or send an email to the professor.
- This paper is worth 300 total points and will be graded on quality of research topic, quality of paper information, use of citations, grammar, and sentence structure.

Milestone:

A Course Project is required for this class and is a major part of your grade. The project will be broken down into several individually graded deliverables that will be due throughout the course. The graded components of this project are detailed below.
### Topic Selection and Overview—Week 3

You may select any topic involving Knowledge Management and/or Business Intelligence. A partial list of topics is included below. You will need to select one topic and write a 1–2-paragraph overview of how your paper will be structured, topics to be explored, and your methodology for conducting your research. You will submit your overview at the end of Week 3. Your instructor will grade your overview and either approve your topic or ask you to clarify and resubmit your overview.

**Note:** You cannot use a topic or paper that you have used in another course.

**Topic Suggestions:** you may choose any topic of choice related to the course material, but, must gain official approval from the Professor. Here are some suggestions below, but, I welcome any idea of your own as long as you my be able to find enough research material to support the development of your paper.

- History of Knowledge Management
- History of Business Intelligence
- Comparative Analysis on Knowledge Management vs. Business Intelligence
- Data Mining
- Knowledge Management (National or International) Organizations
- Business Intelligence (National Or International) Organizations
- Strategies for a Successful Knowledge Management Project
- Strategies for a Successful Business Intelligence Project
- Key Success Factors for Knowledge Management Projects
- Key Success Factors for Business Intelligence Projects
- Entrepreneurship, Knowledge Management and Business Intelligence
- The Power of Small Business Development & The Use of Knowledge Management & Business Intelligence

**Note:** you may use any topic that is relevant just get approval from your professor.

### List of References—Week 5

In Week 5, you will need to submit a paper listing at least 5 to 8 references that you intend to use for research on your paper. Note: The course textbook may be one of your references. This list will need to be submitted in APA format. I suggest you use the APA sixth
edition resources. This list should form the basis for your research into this topic; however, it does not mean that you cannot add any additional sources of information. Keep in mind, however, that sources listed on your References page must be cited at least once in the body of your Final Paper.

**Outline—Week 6**

In Week 6, you will submit a detailed outline of your Final Paper. This outline should include all major topics covered in your paper, along with subtopics addressed as well. This outline will serve as your roadmap for writing your final draft. Note: there is no format for the outline; also, the outline is not to be included in your final draft, but is a tool for your use as you construct your final draft.

**Rough Draft—Week 7**

In Week 7 you will submit your Rough Draft. This Rough Draft should be at least 2 to 3 pages for the “body of the paper” and identify the issues to be discussed in your paper and “frame” the paper by introducing the main topics and explaining to your readers what area(s) your research will address.

Note: this should be written using APA format and including all other aspects of the paper developed so far (such as Abstract, Outline, References and citations, etc.)

**Final Paper—Week 8**

In Week 8, you will submit a Final Paper that is 10–15 pages in length, excluding the cover page, abstract, and references page (they are submitted in addition to the 10 to 15 pages). What this means is that the body of your paper should be 10–15 pages in length. Your paper must be written in APA format (based on the sixth edition) and include a minimum of five references, cited correctly in your paper. Your paper should address the main topic that you have selected and introduce thought-provoking elements into the paper based on your exhaustive research into this topic.

The elements for the final draft are listed below.

1. Separate cover sheet with running head, page number, and the following information:
   - The title of the work
   - Your name
   - The name of the school

   The abstract (constructed after you have finished your work) Body with citations Separate references sheet

**Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings &amp; Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Introductions</td>
<td></td>
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<tr>
<td></td>
<td>Introduce yourself to the class in the &quot;Classroom Introductions&quot; area.</td>
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<tr>
<td></td>
<td>Introduction</td>
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</tbody>
</table>

**Obtain the Textbook & Review**

Employment Law for Business
Author: Bennett-Alexander |
Publisher: MCG Edition: 8th | ISBN: 978-0078023798

**Syllabus & Academic Policies**
Review
Review the Syllabus thoroughly to ensure you understand weekly expectations and requirements. Contact the professor via email and/or Conference Call with any questions. Also, review all university and classroom academic policies and apply them to your Learning experience.

<p>| Monday October 19th — Sunday October 25th |
| Assignments DUE Sunday @ 11:59PM |</p>
<table>
<thead>
<tr>
<th>2</th>
<th>Lessons &amp; Readings</th>
<th>Monday October 26th — Sunday November 1st</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chapter 1 “The Regulation of Employment”</td>
<td>Assignments DUE Sunday @ 11:59PM</td>
</tr>
<tr>
<td></td>
<td>Chapter 2 “The Employment Law Toolkit: Resources for Understanding the Law and Recurring Legal Concepts”</td>
<td></td>
</tr>
<tr>
<td>Lectures</td>
<td>Review Power Points Chapter 1</td>
<td></td>
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<tr>
<td></td>
<td>Review Power Points Chapter 2</td>
<td></td>
</tr>
<tr>
<td>Assignments &amp; Quizzes</td>
<td>Complete Chapter 1 &amp; 2 Quiz by Sunday @ 11:59 pm</td>
<td></td>
</tr>
<tr>
<td>Forum Discussion Participation</td>
<td>Complete the Thread Discussion Participation</td>
<td></td>
</tr>
</tbody>
</table>
| 3 | Lessons & Readings | Monday November 2nd
Sunday November 8th |
|   | Chapter 3 “Title VII of the Civil Rights Act of 1964” | Assignments DUE Sunday @ 11:59PM |
|   | Chapter 4 “Legal Construction of the Employment Environment” | |
| Lectures | Review Power Points Chapter 3 | |
|         | Review Power Points Chapter 4 | |
| Assignments & Quizzes | Complete Chapter 3 & 4 Quiz by Sunday @ 11:59 pm | |
| Forum Discussion Participation | Complete the Thread Discussion Participation | |
| Research Project: Topic Selection Overview | (DUE) (25 Points) | |

| 4 | Lessons & Readings | Monday November 9th
Sunday November 15th |
|   | Chapter 5 “Affirmative Action” | Assignments DUE Sunday @ 11:59PM |
|   | Chapter 6 “Race and Color Discrimination” | |
| Lectures | Review Power Points for Chapter 5 | |
|         | Review Power Points for Chapter 6 | |
| Assignments & Quizzes | Complete MIDTERM Exam by Sunday @11:59PM | |
| Forum Discussion Participation | Complete the Thread Discussion Participation | |
|   | Lessons & Readings                                                                 | Monday November 16th  
|   |                                                                                   | –  
|   |                                                                                   | Sunday November 22nd  
|   |                                                                                   | Assignments DUE  
|   |                                                                                   | Sunday  
|   |                                                                                   | @ 11:59PM  
|   | Lectures                                                                          |   
|   | Review Power Points for Chapter 7 & 8                                             |   
|   | Assignments & Quizzes                                                             |   
|   | Complete Chapter 7 & 8 Quiz by Sunday @ 11:59 pm                                |   
|   | Forum Discussion Participation                                                    |   
|   | Complete the Thread Discussion Participation                                      |   
|   | Research Project: List of References (DUE) (25 Points)                           |   
|   |                                                                                   |   

Lessons & Readings
Chapter 9 "Sexual Harassment"
Chapter 10 "Sexual Orientation and Gender Identity Discrimination"

Lectures
Review Power Points Chapter 9 & 10

Assignments & Quizzes
Complete Chapter 9 & 10 Quiz by Sunday @ 11:59 pm

Forum Discussion Participation
Complete the Thread Discussion Participation

Research Project: Outline (DUE) (20 Points)

Monday November 23rd
—
Sunday November 29th
Assignments DUE Sunday
@ 11:59PM
<table>
<thead>
<tr>
<th>7</th>
<th>Lessons &amp; Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 11 &quot;Religious Discrimination&quot;</td>
<td></td>
</tr>
<tr>
<td>Chapter 12 &quot;Age Discrimination&quot;</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Power Points Chapter 11 &amp; 12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignments &amp; Quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Chapter 11 &amp; 12 Quiz by Sunday @ 11:59 pm</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Forum Discussion Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete the Thread Discussion Participation</td>
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</table>

<table>
<thead>
<tr>
<th>Research Project: Rough Draft (DUE)</th>
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<tbody>
<tr>
<td>(30 Points)</td>
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<table>
<thead>
<tr>
<th>Monday November 30th</th>
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<tbody>
<tr>
<td>Sunday December 6th</td>
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</table>

<table>
<thead>
<tr>
<th>Assignments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
</tr>
<tr>
<td>@ 11:59PM</td>
</tr>
</tbody>
</table>
Lessons & Readings
Chapter 13 “Disability Discrimination”
Chapter 14 “The Employee’s Right to Privacy and Management of Personal Information”

Review Power Points Chapter 13 & 14

Assignments & Quizzes
Complete Chapter 13 & 14 Quiz by Sunday @ 11:59 pm

Final Research Project: (DUE) (200 Points)

Final Exam: Take Final Exam by Thursday @11:59PM (Final Exam is Cumulative)

Assignments DUE Sunday @ 11:59PM

Course Policies

Late Assignment Policy
Late work will NOT BE ACCEPTED and will be penalized a full 50% of grade if an exception is granted. Exceptions to this rule include the following:

- No more than two assignments may be turned in late during the semester. Once a student is late on a third assignment he/she will receive an ‘F’ for the assignment.
- Assignments will not be accepted after seven days unless special arrangements are made with the instructor “in advance” (arrangements cannot be made “after the assignment is due. After each deadline and within a week the student will receive a zero for a numeric grade if the assignment is not submitted.
- No late work will ever be accepted within the last 3 weeks of the course. Which means you cannot go back and do a bunch of
assignments that were not done within the term.

- If there are special circumstances, such as an illness, the policy may be waived.

Policy for Quizzes and Exams

Quizzes & Exams: General Rules Regarding the Taking of Quizzes and Exams

Exams

- Completing Quizzes and Exams in 1 Sitting: Once you enter an exam you “will not” be able to exit the exam and start over. You must plan on completing the exam in 1 sitting, so, please plan accordingly to ensure you are properly
- Resetting Exam: From time to time an emergency might occur, but, please be sure that you are using a reliable computer to take a Quiz or Exam since you will not be allowed multiple resets on Quizzes and Exams. Exams and Quizzes are usually “pooled”, which means the questions and answers are randomly rotated for different students and are reset differently if anyone reenters an exam or quiz.
- Timing of Quiz: You will normally have 120 minutes to complete each Quiz, unless otherwise noted by Professor.
- Preparation for Quizzes and Exam: Please ensure that you properly prepare for Quizzes by reviewing all textbook material, lectures, discussions, etc. and any other information that is relevant to the course and subject matters we have covered. Please try to take good notes from the book each week when studying so that you will have a strong understanding of the material prior to taking the Quiz or exam, which will increase your chances of performing well on your exam. Also, it is recommended that your phone is off when taking the Quiz and you remove all other distractions (as much as possible) and be fully mentally focused and physically engaged on the taking of the Quiz alone during that time period.

Institutional Policies

Academic Policies

Academic policies provide students with important rights and responsibilities. Students are expected to familiarize themselves with all academic policies that apply to them. Academic policies for undergraduate students can be found in the Undergraduate Studies Catalog; graduate students should review the Graduate Studies Catalog.

Undergraduate Studies Catalog

The Undergraduate Studies Catalog contains academic policies that apply to all undergraduate students. The academic policies and information section of the catalog contains important information related to attendance, conduct, academic honesty, grades, and more. If you are an undergraduate student, please review the catalog each academic year. The current Undergraduate Studies Catalog is at:

http://www.webster.edu/catalog/current/undergraduate-catalog/

Graduate Studies Catalog

The Graduate Studies Catalog contains academic policies that apply to all graduate students. The academic policies section of the catalog contains important information related to conduct, academic honesty, grades, and more. If you are a graduate student, please review the catalog each academic year. The current Graduate Studies Catalog is at:

http://www.webster.edu/catalog/current/graduate-catalog/

Grading

The Grades section of the academic catalog outlines the various grading systems courses may use, including the information about the final grade reported for this class.

Undergraduate

http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading
Incomplete

There are important policies that govern grades of Incomplete (I), including the circumstances under which Incomplete grades are granted, deadlines for completion, and consequences should the remaining course work not be completed. It is the responsibility of a student who requests an Incomplete to ensure that he/she understands and follows the policies.

Grade Appeals

Instructors are responsible for assigning grades, and student should discuss grade issues with the instructor. Policies and procedures for appealing grades are available in the appropriate catalog.

Academic Honesty Policy

Webster University is committed to academic excellence. As part of our Statement of Ethics, we strive to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic dishonesty is unacceptable and is subject to a disciplinary response. Students are encouraged to talk to instructors about any questions they may have regarding how to properly credit others' work, including paraphrasing, quoting, and citation formatting. The university reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work.

The University’s Academic Honesty Policy is published in academic catalogs:

Undergraduate  
[http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html](http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html)

Graduate  
[http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html](http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html)

As a part of the University commitment to academic excellence, the Academic Resource Center provides student resources to become better acquainted with academic honesty and the tools to prevent plagiarism in its many forms:

[http://www.webster.edu/arc/plagiarism_prevention/](http://www.webster.edu/arc/plagiarism_prevention/)

Statement of Ethics

Webster University strives to be a center of academic excellence. The University makes every effort to ensure the following:

- The opportunity for students to learn and inquire freely
- The protection of intellectual freedom and the rights of professors to teach
- The advancement of knowledge through scholarly pursuits and relevant dialogue

To review Webster University's statement of ethics, see the Undergraduate Studies Catalog and the Graduate and Studies Catalog:

Undergraduate  
[http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics](http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics)

Graduate  
[http://www.webster.edu/catalog/current/graduate-catalog/ethics.html](http://www.webster.edu/catalog/current/graduate-catalog/ethics.html)

Contact Hours for this Course
It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, the content must be covered at another time.

**Important Academic Resources**

**Academic Accommodations**

Webster University makes every effort to accommodate individuals with academic/learning, health, physical and psychological disabilities. To obtain accommodations, students must identify themselves and provide documentation from a qualified professional or agency to the appropriate campus designee or the Academic ADA Coordinator at the main campus. The Academic ADA Coordinator may be reached at 314-246-7700 or disability@webster.edu.

If you have already identified as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor of the accommodations you will require for this class at the beginning of the course.

**Academic Resource Center**

Additional support and resources may be accessed through the Academic Resource Center (ARC). Support and resources include academic counseling, accommodations, assistive technology, peer tutoring, plagiarism prevention, testing center services, and writing coaching. Visit www.webster.edu/arc or Loretto Hall 40 on the main campus for more information.

**Student Success Portal**

Webster University’s Student Success Portal, powered by Starfish, is a communications tool to connect students with faculty members and campus support services. It allows faculty and staff members to communicate with you regarding academic achievements as well as areas where support may be helpful. You may use the portal to contact faculty and staff members for assistance and to arrange meetings. Activity in the portal will be communicated to your Webster University email account. The Student Success Portal is available via your course home page in WorldClassRoom or via Connections. Learn more about the Student Success Portal at http://www.webster.edu/success/students.html.

**University Library**

Webster University Library is dedicated to supporting the research needs and intellectual pursuits of students throughout the University’s worldwide network. Resources include print and electronic books, journal articles, online databases, DVDs and streaming video, CDs and streaming music, datasets, and other specialized information. Services include providing materials at no cost and research help for basic questions to in-depth exploration of resources. The gateway to all of these resources and services is http://library.webster.edu. For support navigating the library’s resources, see http://libanswers.webster.edu/ for the many ways to contact library staff.

**Drops and Withdrawals**

Drop and withdrawal policies dictate processes for students who wish to unenroll from a course. Students must take proactive steps to unenroll; informing the instructor is not sufficient, nor is failing to attend. In the early days of the term or semester, students may DROP a course with no notation on their student record. After the DROP deadline, students may WITHDRAW from a course; in the case of a WITHDRAW, a grade of W appears on the student record. After the WITHDRAW deadline, students may not unenroll from a course. Policies and a calendar of deadlines for DROP and WITHDRAW are at:

**Undergraduate**

http://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html

**Graduate**

http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html

**Academic Calendar** - http://www.webster.edu/academics/academic-calendar/
Current tuition rates, policies, and procedures, including details of pro-rated tuition refunds, are available in the “Tuition, Fees, and Refunds” section of Webster’s Academic Catalogs:

**Undergraduate**
http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html

**Graduate**
http://www.webster.edu/catalog/current/graduate-catalog/tuition.html

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**Student Handbook and Other Important Policies**

Student handbook and other non-academic policies may apply to you and may impact your experience in this class. Such policies include the student code of conduct, privacy, technology and communications, and more. Please review the handbook each year and be aware of policies that apply to you. The handbook is available at:

http://www.webster.edu/student-handbook/

**Sexual Assault, Harassment, and Other Sexual Offenses**

Webster University makes every effort to educate the community to prevent sexual assault, harassment, and other sexual offenses from occurring, and is committed to providing support to those affected when this behavior does occur. To access information and resources or to review the Policy on Sexual Assault, Harassment, and Other Sexual Offenses, visit:

http://www.webster.edu/sexual-misconduct/

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**Research on Human Subjects**

The Webster University Institutional Review Committee (IRB) is responsible for the review of all research on human subjects. The IRB process applies to all Webster University faculty, staff, and students and must be completed prior to any contact with human subjects. For more information on the IRB, visit:

http://www.webster.edu/irb/index.html

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**Course Evaluations**

At the end of this course, you will have the opportunity to provide feedback about your experience. Your input is extremely valuable to the university, your instructor, and the department that offers this course. Please provide your honest and thoughtful evaluation, as it helps the university to provide the best experience possible for all of its students.

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**Important Technology Information**

**Connections Accounts**

Webster University provides all students, faculty, and staff with a University email account through Connections. Students are expected to activate their Connections account and regularly check incoming University email. Students may choose to have their University email forwarded to an alternate email address. Connections account holders can call the Help Desk (314-246-5995 or toll free at 1-866-435-7270) for assistance with this setup. Instructions are also provided on the Information Technology website at:

http://www.webster.edu/technology/service-desk/

**WorldClassRoom**

WorldClassRoom is Webster's Learning Content Management System (LMS). Your instructor may use WorldClassRoom to deliver important information, to hold class activities, to communicate grades and feedback, and more. WorldClassRoom is available using your Connections ID at:

https://worldclassroom.webster.edu/

**Webster Alerts**
Webster Alerts is the University's preferred emergency mass notification service, available free to current students, faculty and staff at all US campuses. By registering a valid cell phone number and email address, you will receive urgent campus text, voice mail and email communications. Valuable information concerning a range of incidents affecting you - from weather-related campus closures, class delays and cancellations, to more serious or life-threatening events - are immediately and simultaneously delivered through multiple communication channels. To register for Webster Alerts, visit:

http://www.webster.edu/technology/services/webster-alerts/