

## **BUS 466 Business Ethics**

**Objective:** The purpose of this syllabus is to guide the participant in the requirements, demands, logistics, and expectations of this course.

**Getting Help:** To receive technical assistance on issues related to WebCT contact:

Academic Instructional Technology Help Desk  
ES 102  
Monday-Thursday 8:00 a.m. – 9:00 p.m. Friday 8:00 a.m. – 5:00 p.m.  
(719) 587-7371  
[ascwebct@adams.edu](mailto:ascwebct@adams.edu)

**Instructor:** Liz Thomas, M.B.A.

**Office phone:** (719) 587-7477

**Email:** [lthomas@adams.edu](mailto:lthomas@adams.edu)

**Mailing:** 208 Edgemont Blvd., B 233  
Alamosa, CO 81102

**Office Hours:** Wednesday: 12:00 – 1:00  
And by appointment

**Course Title:** Business Ethics

**Course Number:** BUS 466

**Credit Hours:** 3

**Prerequisites:** none

**Course Delivery:** WebCT, Semester-Based

**Catalog/Course Description:**

Explores and puts into perspective the ethical role of business institutions and governments. Emphasizes the need to examine the world of work from an ethical viewpoint.

**Required Reading:**

To order textbooks or obtain information about book titles, you may go to [www.exstudies.adams.edu](http://www.exstudies.adams.edu) and click on the “ASC Bookstore” icon.

Use **Section Number: 1181** to order books from the Bookstore site.

Business Ethics (8<sup>th</sup> Edition) by Ferrell, Fraedrich, and Ferrell. ISBN 978-1-4390-4223-6

**Student Learning Outcomes:**

1. Gain a basic understanding of the ethical issues faced in business.
2. Describe, discuss, and classify the different types of ethical decisions.
3. Explain and understand the terminology associated with the philosophy of ethics.
4. Research and interpret issues in ethics.
5. Research, analyze, and interpret practical applications of ethical concepts.
6. Examine and discuss business ethical cases currently in the news.

**Content Outline:**

1. The Importance of Business Ethics
2. Stakeholder Relationships, Social Responsibility, and Corporate Governance
3. Emerging Business Ethics Issues
4. The Institutionalization of Business Ethics
5. Ethical Decision Making and Ethical Leadership
6. Individual factors: Moral Philosophies and Values
7. Organizational Factors: The Role of Ethical Culture and Relationships
8. Developing an Effective Ethics Program
9. Implementing and Auditing Ethics Programs
10. Globalization of Ethical Decision Making

**Course Procedures/Requirements**

- **Reading Assignments**

Read the material (text, modules, and attachments) thoroughly and be prepared to discuss what you have read. The schedule of reading assignments is listed within each module.

- **Discussion Board**

Online discussions are a must in this course. Full participation is necessary for you to receive an A in the class. There will be a discussion question for each module. Please note that all discussion postings must be completed by 11:59 p.m. MDT/MST on the due date. Please type your comments directly into the discussion forum; do not use attachments for discussion postings. Please be courteous in your postings, and avoid sarcasm and irony as they are easily misunderstood online. Use carefully thought out postings. A discussion participation rubric is included below.

- **Module Assignments**

Short assignment over the modules and readings will be given at the end of each module. The assignment will be short answer or mini projects. You may use your notes, readings, and so forth for these assignments.

- **Article Reviews**

You will be required to write two article reviews for this course. Select a case from the back of your text book. Your review will consist of a **cover sheet** and **two-four pages** of typed material as follows:

1. Use a heading for **summary** and a heading for **opinion** section.
2. Summarize **VERY BRIEFLY** the general topic or ideas. **(1-2 pages maximum!)**
3. Write 1-2 pages about your opinion, either agreeing or disagreeing with the article, and why it is important to Business.
4. Turn in during class on the assigned due date in the following order:
  - \* **COVER SHEET** with your name, class name as well as the article name, publication date, and source.
  - \* **SUMMARY AND OPINION PAGE**
5. For **EVERY** calendar day late, a full grade will be deducted.

Please refer below for Article Review rubric.

- **Ethics Paper**

Your large project is a management research paper. You should get pre-approval prior to writing the paper. The **TOPIC OR SUBJECT** is yours to choose with only one restriction: It must be related to an ethics issue in some way and stated explicitly in the paper. Unrelated papers receive an F.

- 1) This paper should be double spaced, 12 point type; APA format.
- 2) The paper should start with an Introduction (one or two paragraphs with a clear purpose statement indicating papers major points) after which will be your MAJOR section headings, probably three to five of them, then the Summary, and last the Bibliography.
- 3) It must be written in the THIRD PERSON. (No “you” or “we” or “I” references except in direct quotations.)
- 4) Penalties for late paper: 1 letter grade deducted from grade for each calendar day late.
- 5) Do **NOT** use textbooks as reference sources.
- 6) Submit in the following order:
  - a) Cover sheet with title, date, your name and class.
  - b) The body of the report (which should have headings and possibly subheadings) begins with an introduction on page 1; the text continues on page 1 with your first major heading and topic and ends with a summary on the last page. The body should be three to five pages, and all the information should be documented (referenced) as explained. Use transition sentences between sections.
  - c) Next is the Bibliography, make sure to use APA format.
- 7) **REFERENCES:** Your paper will consist mostly of paraphrasing the writing of others with a few relevant direct quotations. What you contribute is summarizing, transitional writing, logical flow of ideas, and combining the ideas and research of others. Use books as a last

resort because your sources need to be current (within the last three or four years.) This is a general rule of thumb:

- (1) \*\*approximately 3-4 references per page.
  - (2) \*\*approximately 1-2 sources per page in total. This means if your paper is five pages, you will have about 6 to 10 different works (use a variety of periodicals, articles, books, interviews, etc.) from which you have gathered data.
  - (3) \*\*approximately 1 or 2 direct quotations per page. (If longer than four lines, single space and indent both margins.)
- 8) Remember a SUMMARY contains no new information. This is not a CONCLUSION but a summary of the main points of your paper.
- 9) Review the paper rubric for grading criteria.

- **Grading is as follows:**

Assignment	Points Possible
<b>Discussions (8 x 25)</b>	200
<b>Module Assignments (8 x 50)</b>	400
<b>Article Reviews (2 x 100)</b>	200
<b>Quizzes (8 x 20)</b>	160
Total	<b>960</b>

- **Grading Scale:**

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60	F

### Module Discussion Rubric

	Non-performance	3 Basic	4 Proficient	5 Distinguished
Module discussion (5 points)	Does not participate in module discussion			Does participate in module discussion
Applies relevant course concepts, theories, or materials correctly. (5 points)	Does not explain relevant course concepts, theories, or materials.	Explains relevant course concepts, theories, or materials.	Applies relevant course concepts, theories, or materials correctly.	Analyzes course concepts, theories, or materials correctly, using examples or supporting evidence.
Collaborates with fellow learners, relating the discussion to relevant course concepts. (5 points)	Does not collaborate with fellow learners.	Collaborates with fellow learners without relating discussion to the relevant course concepts.	Collaborates with fellow learners, relating the discussion to relevant course concepts.	Collaborates with fellow learners, relating the discussion to relevant course concepts and extending the dialogue.
Applies relevant professional, personal, or other real-world experiences. (5 points)	Does not contribute professional, personal, or other real-world experiences.	Contributes professional, personal, or other real-world experiences, but lacks relevance.	Applies relevant professional, personal, or other real-world experiences.	Applies relevant professional, personal, or other real-world experiences to extend the dialogue.
Supports position with applicable knowledge. (5 points)	Does not establish relevant position.	Establishes relevant position.	Supports position with applicable knowledge.	Validates position with applicable knowledge.

## Participation Guidelines

Actively participate in discussions. To do this you should create a substantive post for each of the discussion topics. Each post should demonstrate your achievement of the participation criteria. In addition, you should also respond to the posts of at least two of your fellow learners for each discussion question—unless the discussion instructions state otherwise. These responses to other learners should also be substantive posts that contribute to the conversation by asking questions, respectfully debating positions, and presenting supporting information relevant to the topic. Also, respond to any follow-up questions the instructor directs to you in the discussion area.

## Article Review Rubric

Performance Element	Distinguished 5 points	Proficient 4 points	Acceptable 3 points	Unacceptable 0-2 points
<b>Summary</b> 30%	Exemplary summary of article topic, presentation of information is comprehensive while also concise.	Gives an adequate summary of article, including broad topic, key points, and primary features. Omits major pieces of information.	Minimally summarizes the article.	Does not adequately summarize important points in the article; reader can discern nothing from the article from the summary.
<b>Opinion</b> 30%	Exemplary critique of the article with strong critical thinking. Illustrates how article supports or contradicts course information.	Comprehensive critique of article with statements that illustrate critical thinking and thoughtful consideration of the article.	Adequate critique of article. Fails to substantively address how the article relates to the course subject.	Does not give an opinion of the article
<b>Grammar, Spelling, and Formatting</b> 30%	The writing is free or almost free of errors.	There are occasional errors, but they don't represent a major distraction or obscure meaning.	The writing has many errors, and the reader is distracted by them.	There are so many errors that meaning is obscured. The reader is confused and stops reading.
<b>APA</b> 10%	APA format is used accurately in the paper	APA format is used with minor errors.	There are frequent errors in the APA format.	Format of the document is not recognizable as APA.

- **Issues unique to this course:**

- This is an online course. Online courses look different from a regular face-to-face classroom, but rest assured, you are covering the same exact materials as a traditional course. Please be open to the prospect that wonderful things do happen online.
- A note about writing: when using the discussion board you will be writing as if you were talking to your classmates. I will not be taking off for grammatical or spelling errors unless they are so intrusive the rest of us cannot understand your message. On the other hand, when assignments are given such as “papers” or “reviews,” I do expect correct use of the English language, college level writing, and APA-style format.
- The course is formatted in modules, which include lectures, assignments, and so forth. In a module, we will cover specific topic(s) and related

materials. Your assignments and discussions will be directly related to that module.

- We will use the calendar to post assignment due dates as we go along.
- The discussion board will be our most used medium. On the discussion board, we will have discussions, answer questions, clarify assignments, and generally keep in touch. Expect to access the discussion board a minimum of three times a week, every other day at least.
- Use e-mail when you want to send something to another person in class but not to the entire class. Remember, everyone can read your message on the discussion board, but not on private e-mail. Additionally, please contact me for issues related to the class using the mail function.
- I will use the assignment drop box for assignment submission. This does not apply to class discussions, which are posted in the module and discussed on the discussion board.
- You can keep track of points earned on assignments and quizzes by checking the grade book.
- It is up to you to manage your time.
- Confidentiality is expected. I will be discussing situations I have been in and expect you will keep that information to yourselves. You too may be sharing issues from work and have the right to expect that confidentiality will be respected.
- Academic integrity is assumed. Academic integrity means that as a student you will not cheat, plagiarize, or provide false information. Choosing not to live up to this expectation will result in substantial penalty, including the possibility of failing the course and/or being dismissed from the Program.
- It is each student's responsibility to purchase or have access to the most recent edition of the APA Publication Manual and learn to write papers in APA style.

- **Class Schedule:**

	Modules	Module Topics	Assignments
	Module 1	Overview of HR Management	Read chapters 1-2, discussion question,
	Module 2	Overview of HR Management	Read chapters 3-4, discussion question,
	Module 3	Equal Employment and HR Planning	Read chapter 5, discussion question,
	Module 4	Job Design and Staffing	Read chapter 6, discussion question, article review due
	Module 5	Job Design and Staffing	Read chapter 7, discussion question,
	Module 6	Development and Appraisal	Read chapter 8, discussion question, article review due,
	Module 7	Compensation and Reward	Read chapter 9, discussion question,
	Module 8	Employee Protection and Representation	Read chapter 10, discussion question, ethics paper due,

Each module includes a quiz (located under the Assessment Tab) and a discussion topic (under the Discussions Tab). Module 4, 6, and 8 contain an assignment (under the Assignments Tab).

It generally takes me a week to 10 days to get all papers graded, posted, and returned. I am generally online Monday through Friday for at least a couple of hours. I will try to answer all e-mails and phone messages within 24 hours.

I hope I have clarified most things in the syllabus, but if not, please contact me for clarification. We will have a discussion board topic labeled “general questions.” If you have a question that applies to the entire class, please ask there so I only have to respond once. I look forward to working with you all and meeting you online.

## **Technical Requirements**

A complete overview of the technical requirements, software for this course and WebCT tutorials is available in the Student Support Module, located in the Course Content tab. Information for receiving technical assistance is also included.

## **How WebCT Functions**

### **How to turn in Written Assignments**

All written assignments, **except discussion assignments**, will be submitted through the assignment link in each module or by clicking assignment and submitting it through the correct link.

Use the following process to prepare and submit assignments:

- Prepare your project using Microsoft Word. Name your assignment with the following convention: last name, first name, project title (ex. lastnamefirstnamemini1.rtf) **You will have to choose the .rtf file type from the drop down menu in your save window. (Under the name of the document.)**
- Click on the assignment link in the Learning Modules overview area or on the assignment in the Assignment tab.
  - At the top of the page, you will see the assignment instructions and any attached instructions.
  - Under Submissions is the text box that you will paste your assignment in if instructed to, otherwise you will attach your completed assignment by clicking "Add Attachments".
  - Under Comments is where you can make a comment about your assignment to the instructor.
  - Click submit.

When assignments are received, I will open them in Microsoft Word for grading. I will make comments, ask questions, etc. I will then return your assignment through the Student Gradebook area. Choose the Graded tab. You must click on the assignment to view my comments. **Be advised that your papers are subject to plagiarism detection programs.**

## How to send E-mails

All electronic mail communication related to this course will utilize the Mail tab. To communicate by E-mail within the course with other participants or all participants, click the Mail tab link on the left. Click Create Message to send a message. You are able to send messages to All Users or Select Users in the course, including the instructor. Be sure to only check the recipients that you want to receive the E-mail.

**Do not submit assignments through the Mail tab.** Submit them through the Assignments tab, Assessment tab or Discussions tab, as directed. You will receive quick responses to any E-mail you send during my office hours. Generally speaking, I check my E-mail inbox several times a day during the workweek, less frequently on the weekend, and rarely after 10:00 p.m. any day. If my schedule will make me unavailable to answer E-mails for a day or two, I will send an announcement out so that you can plan accordingly. One caveat: technical problems in the E-mail systems may slow down responses!!

## How to post in the Discussions

The Discussions feature in WebCT is an online discussion forum in which students and faculty can communicate asynchronously (anytime) via message postings. We will use this tool frequently. When you click the Discussions tab located on the left or in the Learning Modules, a listing of subject categories, called forums, will appear in a table format.

All threads (topics) pertinent to a category will appear as links under that subject's forum. The instructor has control of what general subject categories are available for discussion in the course. At the instructor's discretion, students may or may not have the option of starting comments after they have been posted.

Students can (and will be required to) respond to threads in the course discussion. To respond to a thread:

- Click the Discussions tab located in the left-hand navigation bar or click on the Discussion Assignment link in the Learning Module.
- Click on a topic link to open it and view the contents within.
- Click "Create a Message" to post your initial comments or click "Reply" to respond to any existing posts.
- Be sure to click submit to add your posting.

Your response will now appear in the table, along with your name as author and date/time of posting.

Check the Discussions often. Since the discussion is asynchronous, other responses will be submitted after your post. Be sure to check the Discussions area each time you log into the course, to view any added material.

### **How to take an Assessment**

Assessments or exams are available in the Assessment tab. Do not start an exam until you are ready to take an assessment and have met the requirements directed by your instructor. Once you start the exam you must finish it. Only documented technical issues from the Academic Instructional Technology Center will allow for a retest. To take the Assessment or Exam following the steps below:

- Click on the Assessment tab
- Click on the Exam link
- Read the instructions provided, particularly about the time limits
- Click BEGIN ASSESSMENT
- On the right is the timer and the Question Status showing the questions answered and unanswered
- Answer each question and click SAVE ANSWER. By saving each answer as you go, you may prevent the loss of test material if your computer locks up or other technical problems occur
- At the end of your assessment, save any answers you have not saved; then click SUBMIT

### **Accessing Library Resources**

Students enrolled in this course can utilize the ASC Nielsen Library from on and off campus. Follow the links located on the My Courses>>Campus Announcements for login information and complete instructions for accessing information from a distant location.

### **ADA Statement**

If you have a disability, including a learning disability, for which you request an accommodation, please contact The Office of Student Affairs, so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit:

The Office of Student Affairs  
234 Richardson Hall  
Adams State College  
208 Edgemont Blvd, Alamosa, CO 81102  
(719) 587-7221

## **Policies and Procedures**

### **Affirmative Action Policy**

Adams State College (the College) is committed to an affirmative action policy. The College subscribes to the policy that there is no place in an academic community for discrimination based on race, creed, sex, or ethnic background. The College will use its influence to discourage such discrimination, whether it is on the campus or in the community. A faculty member serves as affirmative action officer and is responsible for coordinating compliance efforts and investigating any complaints concerning discrimination. This responsibility includes institutional compliance with Title IX.

### **General Campus Policies**

Adams State College expects all students, as well as faculty and staff, to observe national, state, and local laws and to respect the rights and privileges of other individuals. The College expects each individual within the academic community to refrain from behavior that would disrupt the College function of education; cause injury to persons; cause damage or loss of property on the campus; or interfere with the freedom of movement of students, school officials, employees, or guests at facilities of the College. The College will not tolerate interference in any manner with the public or private rights of other individuals or conduct that threatens or endangers the health and safety of any person. The President or Vice President or designee, may summarily suspend any student in violation of these standards, pending a hearing of the case before the College Magistrate, when it appears that reasonable cause exists to believe the continued presence of the accused student on campus poses a threat to the safety of the student, other persons, or property, or a threat to disrupt College functions or activities. Students should be aware that such misconduct may also subject them to any penalties that may be prescribed by municipal, state, or federal laws. The imposition of such additional penalties does not constitute double jeopardy, inasmuch as College punishment is not criminal in nature. The Colorado General Assembly has passed a trespass and interference law with the education act. Violation is a Class 3 misdemeanor (Colorado Revised Statutes, 1973, 18-9-109).

### **Student Rights and Responsibilities**

The College expects all students, as well as faculty and staff, to observe national, state, and local laws and to respect the rights and privileges of other individuals. The College expects each individual within the academic community to refrain from behavior that would disrupt the College function of education, cause injury to persons; cause damage or loss of property on the campus; or interfere with the freedom of movement of students, school officials, employees, or guests at facilities of the College. Interference in any manner with the public or private rights of other individuals or conduct that threatens or endangers the health and safety of any person will be not tolerated by the College. The President or designee may summarily suspend/expel any students in violation of these standards, pending a hearing of the case before the College Magistrate. Students should also be aware that such misconduct may subject them to any penalties which may be prescribed by municipal, state, or federal laws.

## Code of Conduct

All students share a common and heavy responsibility to maintain a climate suitable to a community of scholars. They have equivalent responsibility with the faculty for study and learning and for conducting themselves with academic integrity in a manner compatible with the College's function as an educational institution. The College has a duty and the corollary disciplinary powers to protect its educational purposes through the regulations of the use of facilities and through the establishment of standards of scholarship and conduct for the students who attend the institution. Disciplinary proceedings should play a role substantially secondary to example, counseling, guidance, and admonition. When the preferred means fail to resolve problems regarding student conduct, proper procedural safeguards should be observed to protect the student from the unfair imposition of serious penalties for violation of College policies. Students violating rules of conduct, as set forth by the College, will be subject to disciplinary action. Expectations of behavior for all students are as follows:

- All students are expected to practice academic honesty. They should refrain from any form of cheating, plagiarism, or knowingly furnishing false information to the College.
- All students are expected to refrain from forgery, alteration, or use of any College documents, records, or instruments of identification with intent to defraud or deceive.
- All students are expected to make only authorized entry to or use of any College facility. College facilities are interpreted to mean buildings, grounds, equipment, or materials.
- All students are expected to comply with directions of College officials acting in performance of duties and to show identification upon request by a college official.
- All students are expected to observe federal and state laws relative to narcotic drugs, beer, and liquor.
- All students are expected to observe rules and regulations as set forth in specific College facilities.
- All students are expected to refrain from impeding freedom of movement of students, school officials, employees, or invited guests to all facilities of the College.
- All students are expected to refrain from physical abuse or intimidation of any person on College-owned or controlled property or at College-sponsored or supervised functions and to refrain from conduct that threatens or endangers the health or safety of any person.
- All students are expected to refrain from theft of or damage to College property or the private property of any student, school official, employee, or invited guest when such property is located in College buildings or facilities.
- All students are expected to refrain from unauthorized possession of firearms, explosives, or other dangerous weapons upon the grounds, or in buildings, or other facilities of the College.
- All students on College premises or in any building or College facility are expected to refrain from engaging in disorderly, harassing, or indecent conduct that results in a disruption, impairment, or interference of the educational mission, process, procedures, or functions of the College. Such proscribed conduct includes, but is not limited to, the following: coarse or offensive utterances, gestures, or displays; abuse or threats to any other person; unreasonable noise on College premises or in any building or other facility; fighting with another person; discharging or displaying a firearm on campus; striking, shoving, or kicking a person; directing obscene language or gestures to another person; or performing in a public place or in public view any of the following: (a) an act of sexual intercourse or (b) an act of deviate sexual intercourse or (c) a lewd exposure of the body.
- While on or near College premises or facilities, all students are expected to refrain from denying lawful freedom of movement, lawful use of College facilities, or the right of lawful entry or exit

from the physical facilities of the College to any other student, school official, employee, or invited guest. All students on the College premises or in any building or College facility shall not impede through the use of threat, restraint, abduction, coercion, intimidation, force, or violation any staff or faculty in the lawful performance of official duties, nor any student in the lawful pursuit of educational activities. No student shall willfully refuse or fail to leave the property of or any building or other facility used by the College upon being requested to do so by the President or his designee if such student is committing, threatens to commit, or incites others to commit any act that would disrupt, impair, interfere with, or obstruct the lawful missions, processes, procedures, or functions of the institution.

- All students are expected to observe College regulations regarding artists, lecturers, films, videotapes, and entertainment media.
- All students are expected to refrain from any violation of federal, state, and municipal laws and from any other conduct not included above that adversely affects the function of the College and the pursuit of its educational purposes and objectives.
- All students are expected to refrain from theft, alteration, destruction, illegal utilization, unauthorized entry into, plagiarism, and otherwise misuse of computer software or hardware.

All students should familiarize themselves with and be responsible for all information contained in the Student Handbook as authorized by the Trustees of the Consortium of State Colleges in Colorado. This handbook is available in the Office of Student Affairs, Richardson Hall, Room 234; or on the ASC Web site: (<http://www2.adams.edu/pubs/media/studenthandbook200708.pdf>)

### **Notification of Rights under FERPA**

ASC FERPA Web site: <http://www2.adams.edu/records/ferpa/ferpa.php>

The Family Educational Rights and Privacy Act of 1974 (FERPA) or Buckley Amendment as it is often called, affords students certain rights with respect to their education records. These rights include:

- The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the Registrar, written requests that identify the record(s) they wish to inspect. The Registrar will arrange for access and notify the student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the student believes is inaccurate. Students may ask the College to amend a record that they believe is inaccurate. They should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of

Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

- A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by Adams State College to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

Adams State College considers the following to be directory information:

- |   |   |
|---|---|
| • Name  | • Enrollment status (full-time, half-time, etc.)                            |
| • E-mail address                                | Note: the actual number of credit hours is not directory information        |
| • Phone number(s)                               | • Degrees received  |
| • Address                                       | • Weight and height of members of athletic teams                            |
| • Classification (i.e., freshman, junior, etc.) | • Honors and awards received  |
| • Major field of study                          | • Date of birth   |
| • Date of attendance                            | • Last school attended  |
| • Degrees pursued                               | • Past and present participation in officially recognized sports activities |

Directory Information can NEVER include:

- |                          |               |
|--------------------------|---------------|
| • Social security number | • Ethnicity   |
| • Student ID number      | • Nationality |
| • Race                   | • Gender      |

A student may request non-release of directory information. You may find a downloadable version of our Restriction of Release of Information form here: <http://www2.adams.edu/records/forms/forms.php>. Complete the form, sign, and have it notarized before submitting it to the Office of Records for processing.

### **Course Evaluation**

At the end of semester you will be asked to complete an evaluation specifically for this course. This evaluation will be reported anonymously. Your comments and recommendations will be seriously considered as the course is updated. Your input throughout the semester contributes to my commitment to continually improve the quality and relevance of this course.

### **Getting Started**

To get started in this course, click on Learning Modules and Choose Module 1.