****

**Syllabus/Class Overview**

**General Class Information**

**Instructor Name and Contact Information:**

Betty M. S. Marshall, Ph.D.

Office hours: Tuesdays – 6:00 pm -- 8:00 pm;

Other times are available by appointment.

Phone: 703-369-6880 (home)

E-mail: [bmm7x@eservices.virginia.edu](mailto:bmm7x@eservices.virginia.edu) OR [bmarsh028@gmail.com](mailto:bmarsh028@gmail.com)

**Subject Area and Catalog Number:** HR 4070

**Year and Term:** Summer 2017; May 15 – August 4, 2017

**Class Title:** Employee Relations, Engagement and Advocacy

**Level**: Undergraduate

**Credit Type:** 3.0 credits

**Class Description**:

Explores the role of employee relations within an organization as well as provides practical consulting skills for the HR professional’s role as business partner.

This course is comprised of a broad range of concepts, practices, and objectives arising out of the relationship between an organization and its employees and among the employees themselves. The course provides HR professionals the knowledge and skills necessary to anticipate, address and diffuse workplace issues that may interfere with employee engagement and the organization’s business objectives. The course reviews the policies and practices governing workplace rules and conduct and federal, state and local laws and regulations impacting the employment relationship and compliance. The importance of communication and consulting skills within the organization as well as critical competencies necessary for the Employee Relations discipline will be also addressed.

**Required Text**:

Dessler, G. (2017). Human Resource Management, 15th Edition. Pearson Education, INC. publishing as Prentice-Hall. ISBN-13: 978-0134235455. ISBN-10: 0134235452

**Learning Outcomes:**

Upon completion of the course the student will be able to:

* Describe the employee relations discipline/functional role and responsibilities within HR and how the role intersects to maintain a highly proactive workforce;
* Identify the federal, state and local laws and regulations impacting the employment relationship and compliance;
* Describe what a union is and explain why employees join and employers resist unions;
* Advise and support all parts of the business on employee relations matters to ensure their effective management; work collaboratively with employees and management in executing all employee relations matters;
* Explain rules and procedures to employees to help them understand their rights and obligations;
* Analyze, anticipate, address and diffuse workplace issues and challenges that may interfere with employee engagement and the organization’s business objectives;
* Explain investigative and diagnostic approaches that can help an organization avoid legal liability and ensure talent management success;
* Explore current conflict issues in the HR field that affect organizations;
* Discuss how employee attitudes and engagement affect organizational culture and employee relations;

**Assessment Components:**

**Grading will be based on a total of 100% of points (460) for the course components as follows:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grading Matrix for HRM 4070** | **Number of Points (Total)** | **Frequency of Evaluation** | **Approx. % Allocation Towards Final Grade** | **Due Date** |
| Summary of article on Employee Relations issues to be analyzed in Final paper | 10 points | One (1) | 3 % | 6/1/17 |
| Mid-term (Analysis of Case study) | 50 points | Midterm | 20 % | 6/16/16 |
| Presentation of Case Study (Group)  -- ***Synchronous*** | 25 points | One (1) | 7 % | Week of 6/18/17  ***(Thursday - 6:30 - 8:45 p.m. EST)*** |
| Outline of work plan for analysis of article for final paper | 15 points | One (1) | 5 % | 6/29/17 |
| Final (End of term) Paper | 50 points | Final | 25 % | 7/13/17 |
| Presentation Of Individual Final Paper  -- ***Synchronous*** | 20 points | One (1) | 5 % | Weeks of **7/16/17**  and  7/23/17  ***(Thursday - 6:30 - 8:45 p.m. EST)*** |
| Threaded Discussions  Attendance and Active contributions to discussions -- **(Asynchronous)**  *Note: Other non-graded discussions may occur during the course based on HR events/stories* | 90 Points  (30 Points per  Discussion) | Three (3) Threaded Discussions | 20 % | 6/8/17  6/29/17  7/6/17 |
| Student Posts—  **(Asynchronous)** | 200 Points  (20 points per Discussion) | 10 -- as scheduled | 15% | Weekly as scheduled |
| **Total** | **460 points** |  | **100 %** |  |

Active class participation is one of the most effective ways to increase knowledge and understanding during the learning process. This includes participating in whole class and small group discussions. The sharing of thoughtful/insightful ideas can increase your own understanding and can also enhance your classmates’ understanding and development of complex ideas and thought. These are the key reasons why class participation is highly valued.

**Delivery Mode Expectations**:

This course will be taught using a combination of synchronous and asynchronous lecture and class discussion and group exercises. Various class activities will include researching and analyzing relevant reference materials, applying learning and organizational models/theories/experience to workplace situations, and using related textbook frameworks, and concepts and worksheets and case studies to address workforce relational issues. For each unit, readings are assigned and discussion questions will be presented to guide students thinking and reflections about the readings.

Required Technical Resources and Technical Components:

**Class Specific Information:**

**Class Instruction:** This course will be conducted as an online course over a period of approximately 12 weeks. Course assignments will include assigned readings, review of PowerPoints, student participation in threaded discussions, student posts to questions from assigned readings and current periodicals. Assignments will also include research and analysis of a relevant journal article which will identify key points to be will be shared with the rest of the class. Students will also participate on a team that will develop a plan to address identified employee relations issues within an organization. Group members will all receive the same grade.

**Class Requirements**: Students are required to attend and participate actively participate in the 3 (three) scheduled threaded discussions as well as the mid-term and final- presentations to receive full credit. Although the dates of the weeks are noted in the syllabus for the synchronous sessions, the days and evenings for the synchronous class meetings will be determined by the instructor after receiving comments and availability from the class members in the first week of the class. In addition, students are required to complete both the midterm exam, the final paper, student posts and presentations by the dates stated in this syllabus.

**Evaluation Standards and Assessments:**

Each student’s grade will be based on completion of course assignments, active and substantial participation, and the quality of all assignments, live (synchronous) and asynchronous classroom sessions. **ALL CLASSWORK AND ASSIGNMENTS SHOUD BE SUBMITTED BY THE DUE DATE** (Thursday of the week assigned)**. Late assignments will not be accepted unless prior arrangements have been made in advance or there is an emergency.**

**Class Schedule, Activities and Assignments:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Summer 2016 – HR 4070** | | | | |
|  |  |  |  |  |
| **Week Number** | **Week**  **Dates** | **Topics** | **Readings** | **Assignments Due** |
| 1 | 5/15/17 –  5/20/17 | **Course Introduction**   * **Course**   **expectations/**  **Requirements**   * **Mid-term paper** * **Mid-term group presentation** * **Final Paper** * **Threaded Discussions (3)** * **Weekly student Participation Posts** * **Honor Code Review** * **APA Style Review**   **Introduction of HRM,**  **HR Roles**  **HRM Strategies** | Chapter 1,  **Dessler, G. (2017).** Human Resource Management, 15th Edition  **Additional Readings:**  Glossary of HR Terms  (See Resources)  Chapter 1, 2  Mathis, R. L., Jackson J. H. and Valentine, S. (2014). Human Resource Management. 14th Edition.  (See Resources) | **Assignment(s) Due:**  ***Assignment Posts:***   * Introductory Post -- Introduction; Expectations; * Experience w/ ER, Engagement & advocacy [+/-]      * APA style review Questions * Review -- Honor code   ***Student Participation Posts:***  Post respond to Chapter 1 in Dessler (See Activities/Assignments) |
| 2 | 5/21/17 –  5/27/17 | **Laws and Regulations** | Chapter 2,  **Dessler, G. (2017).** Human Resource Management, 15th Edition  **Additional Readings:**  Glossary of HR Terms  Review list of relevant HR laws (Resources)  SHRM site - Employee Relations – Legal and Regulatory Issues  <http://www.shrm.org/legalissues/employmentlawareas/employeerelations%E2%80%94legalregulatoryiss/pages/default.aspx> | **Assignment(s) Due:**  ***Assignment Posts:***   * Roles of HR -- shared case   ***Student Participation Posts:***   * Post respond to Chapter 2 in Dessler (See Activities/ Assignments) * ***Research final paper topic*** |
| 3 | 5/28/17 –  6/3/17 **\*** | **HRM Strategy and**  **Analysis**  **HRM Business Partner (Internal Consultant)** | Chapter 3,  **Dessler, G. (2017).** Human Resource Management, 15th Edition    **Additional Readings:**  Chapter 5  Mathis, R. L., Jackson J. H. and Valentine, S. (2014). Human Resource Management. 14th Edition. (Resources)  Glossary of HR Terms | **Assignment Due:**  ***Final paper topic due***  ***Student Participation Posts:***   * Post respond to Chapter 3 in Dessler (See Activities/ Assignments) |
| 4 | 6/4/17 -  6/10/17 | **Training**  **Developing Workforce**  **Change Management** | Chapter 8,  **Dessler, G. (2017).** Human Resource Management, 15th Edition    **Additional Readings:**  Why Do Change Efforts Fail? What Can Leaders Do About It? by James Edwin Kee and Kathryn E. Newcomer p.5 2008  <http://www.thepublicmanager.org/journal/docs/tpm_vol_37_no_3.pdf>  A New Generation of Change Solutions for Public Bureaucracies by Martin Goldberg and Tracy Haugen pg. 14  Creating a “Super” Agency in San Diego County by Jackie Werth and Dale Fleming pg. 21 | **Assignment(s) Due:**  Mid-term assigned  ***Threaded Discussion 1***  ***Student Participation Posts:***   * Post respond to Chapter 8 in Dessler (See Activities/ Assignments) |
| 5 | 6/11/17 –  6/17/17 | **PM and Appraisal**  **Communication**  **of Expectations**  **Rewards/Incentives/Motivation** | Chapter 9, 10  **Dessler, G. (2017).** Human Resource Management, 15th Edition    **Additional Readings:** | **Assignment Due:**  ***Mid-term due***  ***Student Participation Posts:***   * Post respond to Chapter 9 in Dessler (See Activities/ Assignments)   ***Mid-term presentations Group work*** |
| 6 | 6/18/17 –6/24/17    ***Note: Synchronous Session***  ***6-22/17*** | **Employee Relations**  **Advocacy**  Retention  Engagement | Chapter 14  **Dessler, G. (2017).** Human Resource Management, 15th Edition  **Additional Readings:**  Chapter 15, 16  Mathis, R. L., Jackson J. H. and Valentine, S. (2014). Human Resource Management. 14th Edition. (Resources) | **Assignment Due:**  ***Mid-term group presentations***  S***ynchronous Session –6/22/17***  ***(Thursday - 6:30 - 8:45 p.m. EST***  ***Student Participation Posts:***   * Post respond to Chapter in Dessler (See Activities/ Assignments) |
| **7** | **6/25/17 -**  **7/2/07** | **Fair Treatment**  **Ethics,**  **ER,**  **Labor Relations**  **Disciple;**  **Coaching**  **Complaints/**  **Investigations** | Chapter 10, 14, 15 **Dessler, G. (2017).** Human Resource Management, 15th Edition  **Additional Readings:** | **Assignment(s) Due:**  ***Final paper outline due***  ***Threaded Discussion 2***  ***Student Participation Posts:***   * Post respond to Chapter 14 in Dessler (See Activities/ Assignments) |
| 8 | 7/2/17 –  7/8/17 **\*** | **Employee Right**  **and**  **Responsibilities** | Chapter 15  **Dessler, G. (2017).** Human Resource Management, 15th Edition  **Additional Readings:** | **Assignment(s) Due:**  ***Threaded Discussion 3***  ***Student Participation Posts:***   * Post respond to Chapter 15 in Dessler (See Activities/ Assignments) |
| 9 | 7/9/17 -  7/15/17 | **Conflict in Workplace**  **Conflict Resolution** | Conflict Continuum (Boulding, Moore)  Levels of Conflict (See Resources)   * Myers Briggs type * Emotional intelligence * Conflict Styles (Kilman)   Crucial Conservations  <https://www.youtube.com/watch?v=PuJgqTs-G44> | **Assignment(s) Due:**  ***Final Paper Due***  ***Student Participation Posts:***   * Post respond Conflict assessment tools |
| 10 | 7/16/17 -  7/22/17  ***Note: Synchronous session*** | **Additional ER, Engagement, and Advocacy**  **Workplace Issues/Concerns** | Chapter 16, 17, 18  **Dessler, G. (2017).** Human Resource Management, 15th Edition  **Additional Readings:**  <http://www.bullyonline.org/workbully/mobbing.htm>  Guo, Jeff (2014) Millennials aren’t changing jobs as much. That’s a big problem for the economy. Washington Post, September 4, 2014.  <http://www.washingtonpost.com/news/storyline/wp/2014/09/04/millennials-arent-changing-jobs-as-much-thats-a-big-problem-for-the-economy/>    Leonard, B ( 9/4/2014) New Survey Compares Workplace Traits of Generations Y and Z: Gen Z better prepared, less motivated by money- See more at:  <http://www.shrm.org/hrdisciplines/diversity/articles/pages/gen-x-and-gen-y.aspx#sthash.80Cu8SY6.dpuf> | **Assignment(s) Due:**    ***Final Paper Presentations***  ***Synchronous Session –7/20/17***  ***(Thursday - 6:30 - 8:45 p.m. EST***  ***Student Participation Posts:***   * Post responses to Conflict Resolution Questions |
| 11 | 7/23/17 -  7/29/17  ***Note: Synchronous session*** | **Additional ER, Engagement, and Advocacy**  **Workplace issues/concerns** | Chapter 16, 17, 18  **Dessler, G. (2017).** Human Resource Management, 15th Edition  **Additional Readings:**  See Week 10 | **Assignment(s) Due:**  ***Final paper presentations***  ***Synchronous Session –7/27/17***  ***(Thursday - 6:30 - 8:45 p.m. EST***  ***Student Participation Posts:***   * Post responses to questions about Mediation. |
| 12 | 7/30/17 –  8/3/17 | **HR Skills and Competencies** | Chapter 1 (Pages 5-6; 18-21)  Appendix A –  Pages 612-615  Appendix B  Pages 618-629  **Dessler, G. (2017).** Human Resource Management, 15th Edition    **Additional Readings:**  Competencies on Society for Human Resources Management (SHRM)  <http://www.shrm.org/certification/about/bodyofcompetencyknowledge/pages/default.aspx>  <http://www.shrm.org/certification/about/bodyofcompetencyknowledge/pages/competenciesoverview.aspx>  <http://www.shrm.org/certification/about/bodyofcompetencyknowledge/pages/download-shrm-bock.aspx>  IPMA site  <http://ipma-hr.org/professional-development/certification/examination>  Review certification procedures for HR Certification Institute (HRCI)  <http://www.hrci.org/our-programs/becoming-certified/requirements-and-eligibility>  Chapter pages 1-7; 597  Mathis, R. L., Jackson J. H. and Valentine, S. (2014). Human Resource Management. 14th Edition. | **Assignment(s) Due:**  ***Student Participation Posts:***   * Post responses to questions about HR Competencies |

**Expectations, Communication & Student Response Time:**

Students are expected to submit each assignment by midnight on the due date.

**Late assignments will not be accepted except in an emergency situation**

Students are expected to read all assigned materials during the week the material is assigned. The discussion questions will be based on the reading materials and your own experiences. The instructor will post weekly class objectives to allow students to focus on key points in the reading assignments and to encourage dialogue and discussion.

All work submitted must be typed and double-spaced. Complete citations for referenced work must be included. Papers are to be in correct APA format.

APA References:

[Publication Manual of the American Psychological Association, Sixth Edition](http://www.amazon.com/Publication-American-Psychological-Association-Edition/dp/1433805618/ref=sr_1_1?ie=UTF8&qid=1344347490&sr=8-1&keywords=apa+manual+7th+edition). (2009).  American Psychological Association.

Alternatively, guidance can be accessed through<http://apastyle.apa.org/>, and/or Googling “APA style”.

There is a handy U.Va. editorial style guide at <http://artsandsciences.virginia.edu/communications/editorial_style_guide.html>**.**

APA Quick Reference Guide: <http://www.apastyle.org/>

Recommended APA Software: [www.perrla.com](http://www.perrla.com/)

**All work is due when scheduled.**

Students should be prepared to spend several hours per week in preparation for, completion of and participation in assignments including discussions, group collaborations and individual research projects.

Your work must reflect a demonstrated comprehension of theories and concepts, class participation, ability to initiate discussion, and academic rigor of written work will all be the basis for your evaluation. If circumstances develop which may prohibit you from successfully completing work and submitting it in a timely fashion, you are responsible for alerting the instructor as far in advance of assignment deadlines as possible.

**Assignments:**

Assignments will include written assignments and individual and group presentations as listed below:

**Written Assignments**

The formal written assignments for this course will consist of a four writing assignments. **Students are expected to submit each assignment by midnight on the due date.**

**Written Assignment 1:**

Each student will select an instructor approved research topic related to any topic in the textbook. Each student must submit a synopsis of article that he/she plans to researched and analyzed related to the topic for the final paper. The article must relate to human resources functions and processes that encompass the employee relations role and should touch on current issues in the HR field that affect organizations i.e. “Hot trends” or new compliance issues in HR

The student may find an article from a newspaper or journals such as the Bloomberg Business Week, Government Executive Magazine, Governing Magazine, Talent Management Magazine, Workforce Magazine, New York Times, Washington Post, Los Angeles Times, Boston Globe, Baltimore Sun, Harvard Business Review Journal, etc. that relates to an organization’s or business’s strategy.

To get full credit for the assignment and class participation the student must be prepared to share the article with the class and also provide a written summary to the instructor that includes a total of 4 paragraphs:

Paragraph 1- Summary of the article

Paragraph 2- Identify a term or concept in the book chapters related to Employee Relations (Dessler, G. (2017). Human Resource Management, 15th Edition, pgs. 449 - 611) that apply to the article.

Paragraph 3- What you learned that you did not before you read the article.

Paragraph 4- How you think the topics or ideas in the article illustrate the philosophy, policies, programs and trends for effective human resource management/ employee relations and key considerations of what is required to develop a high performance organization.

This written assignment is to be submitted to the instructor in **Week 3 (by 6/1/17)**.

**Written Assignment 2:**

The second written assignment is a detailed outline of the work plan for analyzing the business case/journal article identified in the written assignment #1 above. Remember the journal article/”business case” will be subject of the final paper. An outline of each student’s research paper including objectives and a partial list of citations is **due in Week 7 (by 6/29/17)**. An outline format is noted under Written Assignment 4.

**Written Assignment 3:**

The third written assignment will be an analysis of a case provided by the instructor. The case topic will be introduced in Week 2. Students will research the topic in newspaper or journals such as the Bloomberg Business Week, Government Executive Magazine, Governing Magazine, Talent Management Magazine, Workforce Magazine, New York Times, Washington Post, Los Angeles Times, Boston Globe, Baltimore Sun, Harvard Business Review Journal, etc. to familiar themselves with the case. The case will be used for discussion throughout the course.

Students will write the mid-term paper as an HR functional area expert and then the group assignment would require all the "HR experts" to work on a plan to present a strategic plan on how to address/resolve the issue to senior management.

Each student is expected to independently conduct an organizational analysis, discuss applicable metrics, strategies within each HR functional area that may be bundled to develop an organizational HRM strategic system.

This will be the midterm paper. **The mid-term will be due Week 5 (6/15/17).**

**NOTE:** The case will also serve as the basics for a group presentation in **Week 6**. See Presentation section below.

**Written Assignment 4:**

The fourth assignment is the Final paper which will be submitted in **Week 9 (7/13/17)**.

The paper should be 7-10 pages (not including the cover page and reference pages) double spaced-12 point type in length and submitted in the standard APA format. An outline of each student’s research paper including objectives and a partial list of citations is **due by Week 7**. Students will have multiple opportunities throughout the course to share their “work in progress” papers with the instructor and peers for feedback. The purpose of the ongoing submissions is to serve students with “sounding boards” to enhance the value of the students’ learning experiences and to create a working document.

Suggested Outline for Paper Development:

* 1. Introduction and

Executive summary (brief description) of paper topic including significant trends, statistics, and issues related to problem to be solved or process to be improved.

* 1. Relevant literature review.
  2. Benchmarking of effective organizations or effective processes that address this problem that needs viable solutions or process that needs to be improved.
  3. Presentation of research findings
  4. Conclusions and Recommendations.
  5. References and bibliography.
  6. Appendices.

**Presentations**

Each student will be expected to make two formal presentations during the course.

**Presentation Assignment 1:**

The first presentation will be based on the case in **Written Assignment 3 above**. After the written assignment 3 has been submitted, each student will be assigned to a group or team which will develop and present a team investigative and diagnostic approach to address the issues for the case. The team will focus on how analyzing, addressing/diffusing the workplace issues and challenges that may interfere with employee engagement and the organization’s business. Group members will all receive the same grade. Presentation will be given in **Week 6 (6/22/17)**.

**Presentation Assignment 2:**

The second presentation will be a summary of the journal article/ business case study analyzed in the final paper. Presentation will be given in **Weeks 10/11 (7/20/17; 7/27/17.**

**Threaded Discussions**

All students are expected to participate in the three scheduled discussions of HR cases with an initial post on the case. In additional students are expected to respond to posts of fellow students (as least two per discussion) with substantive commentary.

**Student Participation Posts**

All students are expected to respond to weekly questions based on the weekly assigned readings and/or materials. The post should address the questions as noted in the assignment section for each week. In addition, students are expected to respond to the answers to the questions provided by at least one fellow student during the week.

**Resources:**

In addition to the required textbook, suggested readings /references include:

1. Armstrong, M. (2011). Armstrong's Handbook of Strategic Human Resource Management. 5th edition. Replika Press Pvt. Ltd.: Philadelphia, PA. ISBN: 978 0 7494 6394 6; E-ISBN: 978 0 7494 6359 3
2. Greer, C. (2000). Strategic Human Resource Management: A General Management Approach, 2nd Ed., Prentice Hall, 2001. ISBN-10: 0130279501; ISBN-13**:** 978-0130279507
3. Kotter, J. P. (1996). *Leading Change*. Boston, MA: Harvard Business School Press. ISBN: 0875847471
4. Mathis, R. L., Jackson J. H. and Valentine, S. (2014). Human Resource Management. 14th Edition. South-Western Cengage Learning Mason, OH. ISBN: ISBN-10:1133953107 | ISBN-13**:** 9781133953104
5. Moore, C. W. (1986). *The Mediation Process: Practical Strategies for Resolving Conflict.* San Francisco, CA: Jossey-Bass Publishers.
6. Ury, W. (2000). *The Third Side: Why We Fight and How We Can Stop*. New York, NY: Penguin Books.
7. Bridges**,** W. (1991).*Managing Transitions: Making the Most of Change.*London: Nicholas Brealey Publishing.
8. Nelson, B. and Lundin, S. (2010). Ubuntu!: An Inspiring Story About an African Tradition of Teamwork and Collaboration. Crown Publishing Group, NY. ISBN-13: 9780307587886
9. Patterson, K. Grenny, J. McMillian, R. Switzler, A. Roope. L. (2012). Crucial Conversations: Tools for Talking When Stakes Are High, Second Edition 2nd Updated Ed. United States: McGraw-Hill.

Harvard Business Review Journal Articles

HR Magazine published by Society for Human Resource Management

<http://shrm.org/hrdisciplines/employeerelations/pages/default.aspx>

SHRM's monthly Employee Relations & Engagement electronic newsletter - See more at: <http://shrm.org/hrdisciplines/employeerelations/pages/default.aspx#sthash.oDh7shBJ.dpuf>

Other recommendations for texts and articles will be included throughout the semester.

**Grading:**

**Grading will be based on a total of 100% of points (460) for the course as follows**

GRADING SCALE

|  |  |
| --- | --- |
| A | 95-100 |
| A- | 90-94 |
| B+ | 86-89 |
| B | 82-85 |
| B- | 79-81 |
| C+ | 75-78 |
| C | 71-74 |
| C- | 68-70 |
| D+ | 65-67 |
| D | 62-64 |
| D- | 60-61 |
| F | 59 and below |

**Technical Specifications: Computer Hardware**

* Minimum Operating System
  + Windows 7 SP1 (Professional preferred)
  + Mac OS X 10.8 or 10.9
* Minimum Processor Speed: Equivalent to an Intel Core 2 Duo (1.5 GHz)
* Minimum RAM: 4 GB
* Minimum Hard Disk Space: 150 GB of free hard disk space (after all programs are loaded)
* Networking Capability: Wireless networking (802.11g or n) and an Ethernet port
* Strongly Recommended Accessories:
  + An Ethernet cable (Even if you will primarily use wireless, a wired connection is faster and more reliable for video-streaming, live online meetings and large file uploads and downloads.)
  + A power surge protector
  + CD/DVD drive and/or “thumb” or flash drive(s), plus a backup storage mechanism

**Technical Support Contacts**

* Login/Password: [scpshelpdesk@virginia.edu](mailto:scpshelpdesk@virginia.edu)
* UVaCollab: [collab-support@virginia.edu](mailto:collab-support@virginia.edu)
* BbCollaborate Support: <http://www.tinyurl.com/uvabbc>

**UVa Policies**

**SCPS Grading Policies:** Courses carrying a School of Continuing and Professional Studies subject area use the following grading system: A+, A, A-; B+, B, B-; C+, C, C-; D+, D, D-; F.  S (satisfactory) and U (unsatisfactory) are used for some course offerings. For noncredit courses, the grade notation is N (no credit). Students who audit courses receive the designation AU (audit). The symbol W is used when a student officially drops a course before its completion or if the student withdraws from an academic program of the University. Please visit [www.scps.virginia.edu/audience/students/grades](file:///C:\Users\jmp6y\Downloads\www.scps.virginia.edu\audience\students\grades) for more information.

**Attendance**: Students are expected to attend all class sessions. Instructors establish attendance and participation requirements for each of their courses. Class requirements, regardless of delivery mode, are not waived due to a student's absence from class. Instructors will require students to make up any missed coursework and may deny credit to any student whose absences are excessive. Instructors must keep an attendance record for each student enrolled in the course to document attendance and participation in the class.

**University Email Policies:** Students are expected to check their official UVa email addresses on a frequent and consistent basis to remain informed of University communications, as certain communications may be time sensitive. Students who fail to check their email on a regular basis are responsible for any resulting consequences.

**End-of-Class Evaluations:**Students are expected to complete the online end-of-class evaluation. As the semester comes to a close, students will receive an email with instructions for completing this. Student feedback will be very valuable to the school, the instructor, and future students. We ask that all students please complete these evaluations in a timely manner. Please be assured that the information you submit online will be anonymous and kept confidential.

**University of Virginia Honor System:** All work should be pledged in the spirit of the Honor System at the University of Virginia.The instructor will indicate which assignments and activities are to be done individually and which permit collaboration. The following pledge should be written out at the end of all quizzes, examinations, individual assignments and papers: ***“I pledge that I have neither given nor received help on this examination (quiz, assignment, etc.)”***. The pledge must be signed by the student. For more information, visit [www.virginia.edu/honor](http://www.virginia.edu/honor).

**Special Needs:** It is the policy of the University of Virginia to accommodate students with disabilities in accordance with federal and state laws. Any SCPS student with a disability who needs accommodation (e.g., in arrangements for seating, extended time for examinations, or note-taking, etc.),should contact the Student Disability Access Center (SDAC) and provide them with appropriate medical or psychological documentation of his/her condition. Once accommodations are approved, it is the student’s responsibility to follow up with the instructor about logistics and implementation of accommodations. Accommodations for test taking should be arranged at least 14 business days in advance of the date of the test(s). Students with disabilities are encouraged to contact the SDAC*:* 434-243-5180/Voice, 434-465-6579/Video Phone, 434-243-5188/Fax. Further policies and statements are available at[www.virginia.edu/studenthealth/sdac/sdac.html](file:///C:\Users\jmp6y\Downloads\www.virginia.edu\studenthealth\sdac\sdac.html)

For further policies and statements about student rights and responsibilities, please visit [www.scps.virginia.edu/audience/students](file:///C:\Users\jmp6y\Downloads\www.scps.virginia.edu\audience\students)