



COURSE OUTLINE

Course Number: PHI-209 **Course Title:** Business Ethics **Credits:** 3
Course Length: 15 Weeks **Co- or Pre-requisite:** None **Implementation sem/year:** Spring 2014

Catalog description (2010-2013 Catalog):

Ethical concepts applied to business and government. Case studies and analysis of selected moral issues include the ethics of the marketplace, consumerism, the environment, advertising, job discrimination, distributive justice and world poverty. [occasional offering] 3 lecture hours.

Is course New, Revised, or Modified? Revised

Required texts/other materials:

An Introduction to Business Ethics, Joseph DesJardins, 5th Edition, McGraw-Hill, 2013,
ISBN 978-0078038327
Websites (listed below) and handouts as directed

Recommended Texts:

Business Essentials, Ronald J. Ebert & Ricky W. Griffin, 2009, Pearson, ISBN:9780136070764
Being Good, Simon Blackburn, Oxford, ISBN: 978-0-019-210052-1
Why Truth Matters, Ophelia Benson & Jeremy Stangroom, Continuum Press, 2006,
ISBN: 978-0-8264-9528-0
Being Logical, D.Q. McInerney, Random House, 2004, ISBN: 0-8129-7115-9
How to Read a Book: The Classic Guide to Intelligent Reading, Mortimer J. Adler, Touchstone,
ISBN: 0671212095

Revision date: 1/15/14 **Course coordinator:** Ken Howarth, ext. 3809 howarthk@mccc.edu

Information Resources:

Taking Sides: Clashing Views in Business Ethics and Society, ed. Newton & Ford, 10th Edition,
McGraw-Hill, 2012, ISBN: 978-0073527376
Ethics and the Conduct of Business, Boatright, 6th Edition, 2009, Prentice Hall,
ISBN: 9780205667505
Business Ethics: Ethical Decision Making & Cases, O. C. Ferrell & John Fraedrich, 9th Edition, Cengage Learning,
2012, ISBN: 978-1111825164
The Ethics of Management, La Rue Hosmer, 7th edition, McGraw-Hill/Irwin, 2010, ISBN: 978-0073530543

Case Studies in Business Ethics, Gini & Marcoux, 6th Edition, 2009, Pearson,
ISBN: 9780132424325

Ethics on the Job: Cases and Strategies, Raymond S. Pfeiffer & Ralph P. Forsberg, 2004, Cengage, ISBN:
978-0534619817

Fast Food Nation: The Dark Side of the All-American Meal, Eric Schlosser, Mariner Books, 2012,
ISBN: 9780547750330

The Bourgeois Virtues: Ethics for an Age of Commerce, McClosky, 2006, University of Chicago,
ISBN:9780226556638

Fictions of Business: Insights on Management from Great Literature, Brawer, 1998, Wiley,
ISBN:9780471371688

“Virtue Ethics, Role Ethics, and Business Ethics” Christine Swanton in *Working Virtue: Virtue Ethics
and Contemporary Moral Problems*, ed. Rebecca L. Walker & Philip J. Ivanhoe, Oxford, 2009,
ISBN: 9780199570867

Business Ethics 2009 Update: Ethical Decision Making and Cases, O. C. Ferrell, John Fraedrich, &
Linda Ferrell, 7th Ed., South-Western engage, ISBN 13:978-1-4390-4281-6

Moral Issues in Business, William H Shaw & Vincent Barry, 11th Ed., 2010, Cengage,
ISBN: 9780495604693

Websites:

Josephson Institute Center for Business Ethics:

<http://josephsoninstitute.org/business/resources/index.html>

Canadian Business Ethics super site: <http://www.businessethics.ca/>

Carnegie Mellon Business Ethics Case Studies: <http://ba.gsia.cmu.edu/ethics/teaching.htm>

Colorado State University’s Business Ethics Site: <http://www.e-businessethics.com/>

Santa Clara University’s Applied Ethics:

<http://www.scu.edu/ethics/practicing/focusareas/cases.cfm?fam=BUSI>

DePaul University’s Ethics Site: <http://commerce.depaul.edu/ethics/>

Ethics Resource Center: <http://ethics.org/resources>

AACSB: http://www.aacsb.edu/resource_centers/Sustainability/default.asp

University of British Columbia Applied Ethics: <http://ethics.ubc.ca/>

International Business Ethics Institute: <http://www.business-ethics.org/>

University of Pennsylvania – Wharton School Business Ethics:

<http://knowledge.wharton.upenn.edu/category.cfm?cid=11>

Stanford Philosophy Encyclopedia – Business Ethics:

<http://plato.stanford.edu/entries/ethics-business/>

Ethics Supersite: <http://ethics.sandiego.edu/>

Internet Encyclopedia of Philosophy: <http://www.utm.edu/research/iep>

Stanford Encyclopedia of Philosophy: <http://plato.stanford.edu>

Philosophy Now Magazine: <http://www.philosophynow.org/>

The Philosopher’s Magazine: <http://www.philosophersnet.com/>

Episteme Links Site: <http://www.epistemelinks.com/>

Philosophy Study Guides: http://instruct.westvalley.edu/lafave/study_guides.html

Philosophy Pages... from Garth Kemerling: <http://www.philosophypages.com/>

Intute Index: <http://www.intute.ac.uk/artsandhumanities/philosophy/>

Erratic Impact Database: <http://www.erraticimpact.com/>

Philosophy texts & humor: <http://philosophy.eserver.org/>

The American Philosophical Association Online: <http://www.udel.edu/apa>

Socratic Argument clinic: <http://www.mindspring.com/~mfpatton/sclinic.htm>

Mercer County College Philosophy Site: <http://www.mccc.edu/~howarthk/MainPage.htm>

Philosophy Paper writing:

<http://www.rowan.edu/philosop/clowney/IntroPhilosophy/PhilPaper.html>
<http://www.princeton.edu/~jimpryor/general/writing.html>
<http://mugwump.pitzer.edu/~bkeeley/CLASS/IP/Fall01/shints.htm>
<http://grimpeur.tamu.edu/~colin/Phil416/writing.html>
http://www.erraticimpact.com/html/tips_on_writing_academic_essays.htm
[http://www.utexas.edu/courses/hilde/Philhandouts/Writing_Philosophy\(Myers\).htm](http://www.utexas.edu/courses/hilde/Philhandouts/Writing_Philosophy(Myers).htm)
<http://www.cariboo.bc.ca/ae/php/phil/mclaughl/courses/howplan.htm>

Course Competencies/Goals:

The student will be able to:

1. Identify and define key ethical terms, problems and theories, especially how these relate to common business, government and other economic principles, policies and practices
2. Employ critical thinking and evincing methods with and to determine, critique and resolve the ethical problems and consequences encountered in business decision-making settings from the individual, role-player and organizational perspectives
3. Employ critical thinking and evincing methods with and to the goals and means of sound management practice to understand and evaluate the ethics of policies and codes in terms of the relevant ethical and factual considerations of the major business ethics and other contemporary moral issues studied in local, national and global contexts
4. Summarize and interpret critically the views of ethicists, managers and others as expressed in actual practice, case studies and in ethical and business writings
5. Frame and present their own moral views clearly, logically, concisely and coherently, particularly with respect to the ability to relate and accommodate them to workplace policies and situations

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Goal. 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail

Module One: Ethical Basis

Unit I Moral Philosophy and Business

Learning Objectives

The student will be able to...

- Identify reasons for studying ethics and the ethics of business & government
(Course Competencies 1,2; General Education Goals 1,5,6,7,8,9; Core Skills A,B,C,D,F,G.)
- Distinguish between ethics and morality, moral and non-moral claims and values, & ethics and law (Course Competencies 1,2; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,F,G.)
- Distinguish between the personal and social aspects of morality, the role of personal and organizational autonomy and how internal and external perspectives relate to individual and group ethics (Course Competencies 1,2; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,F,G.)
- Identify and use the principles and practices of moral reasoning, arguments and judgment (Course Competencies 1,2; General Education Goals 1,5,6; Core Skills A,B,C,D,G.)

Unit II Ethical Theory and Justice

Learning Objectives

The student will be able to...

- Understand the basic concepts and roles of ethical theory (Course Competencies 1,2;3,4,5 General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,G.)
- Identify and critically explain the strengths and weaknesses of major theories of ethics, including virtue-based, utilitarian, rights-based, duty-based, relativist, emotivist, egoist, religious, evolutionary, care-based and common-morality approaches (Course Competencies 1,2,3,4,5; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,G.)
- Critically relate ethical theoretical approaches in both individual and organizational contexts, including at the level of businesses and different kinds of communities (Course Competencies 1,2,3,4,5; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,F,G.)
- Theoretically frame ethical and justice issues within business and government contexts (Course Competencies 1,2,3,4,5; General Education Goals 1,5,6,7,8; Core Skills

A,B,C,D,G.)

Module Two: Business Basis

Unit III **Capitalism**

Learning Objectives

The student will be able to...

- Understand the key features of capitalism and its major variations in historical and contemporary context, including concepts of political-economy (Course Competencies 1,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,G.)
- Identify and critically explain the strengths of capitalism in economic, ethical and societal terms (Course Competencies 1,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,G.)
- Identify and critically explain the major critiques of capitalism in economic, ethical and societal terms (Course Competencies 1,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,G.)
- Frame and evaluate, in general economic, political & ethical terms, how capitalist policies and practices influence individuals and organizations, including businesses, communities, nations and the global community (Course Competencies 1,2,3,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,G.)

Unit IV **Business Purposes & Social Responsibility**

Learning Objectives

The student will be able to...

- Understand the general features of small businesses, corporations, and governments, especially with respect to concepts of goals and success (Course Competencies 1,2,3,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,G.)
- Explain the key distinctions between for-profit, not-for-profit and non-profit organizations (Course Competencies 1, General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,G.)
- Describe the businesses' general responsibilities to their owners, stockholders, employees, suppliers, customers, community, nation and other stakeholders (Course Competencies 1,2; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,G.)
- Critically explain the key features of the major views of corporate social responsibility, including classical and stakeholder models, and corporate moral agency (Course Competencies 1,2,3,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,G.)
- Differentiate the ethical foundations of different kinds of businesses and the key models of social responsibility (Course Competencies 1,2,3,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,G.)
- Identify and assess goals, purposes and imperatives fundamentally basic to doing business (Course Competencies 1,2,3,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,G.)

Module Three: Institutionalizing Ethics

Unit V **Organizational Ethics**

Learning Objectives

The student will be able to...

- Define corporate culture and how it relates to organizational and individual ethical decision-making (Course Competencies 1,2,3,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,G.)
- Detail how mission statements, codes of conduct and other policies can shape corporate ethical culture (Course Competencies 1,2,3,4,5; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,F,G.)
- Examine voluntary and internally generated values as sources of influence on workplace cultures (Course Competencies 1,2,3,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,F,G.)
- Understand how the relationship between legal and otherwise mandated external constraints affects businesses' ethical culture and decision-making (Course Competencies 1,2,3,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,F,G.)
- Apply ethical frameworks with basic business imperatives to evaluate an organization's ethics (Course Competencies 1,2,3,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,F,G.)

Unit VI **Management, Leadership and Ethics**

Learning Objectives

The student will be able to...

- Explain the relationship between organizational structure and other factors, and ethical decision-making (Course Competencies 1,2,3,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,G.)
- Detail the relationships between effective leadership and effective ethical leadership and corporate ethical culture, particularly with regard to role-based ethics (Course Competencies 1,2,3,4,5; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,F,G.)
- Understand the key features of leadership that contribute to or retard the building and sustaining of an organization's ethical culture (Course Competencies 1,2,3,4,5; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,F,G.)
- Outline the ways managers can implement practical strategies to model and motivate, or discourage ethical behavior in others (Course Competencies 1,2,3,4,5; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,F,G.)
- Apply ethical frameworks with basic business imperatives to evaluate managerial leadership and workplace culture (Course Competencies 1,2,3,4,5; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,F,G.)

Module Four: Business and Society

Unit VII **Workplace Ethics – Business & Government**

Learning Objectives

The student will be able to...

- Describe the central issues involved in an individual's roles of being both a citizen-person and an employee, in terms of rights to work, safety and privacy and the meaning and value of work (Course Competencies 1,2,3,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,F,G.)
- Detail business practices that aim for which goals related to hiring, promotions, firing, working conditions, and compensation, specifically with regard to issues of due

process, sexual harassment and different forms of discrimination (Course Competencies 1,2,3,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,G.)

- Understand the key aspects employee responsibilities, with respect to loyalty, trust, integrity and honesty as a human being/citizen and a role-playing agent of a business organization (Course Competencies 1,2,3,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,F,G.)
- Explain the ways third parties such as unions and governments affect workplace issues and inform policies about whistle-blowing, conflicts of interest, gifts, bribes and other major ethical issues (Course Competencies 1,2,3,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,F,G.)
- Apply ethical frameworks with basic business imperatives to evaluate policies and practices, and employee and employer behavior in the workplace in both business and government settings (Course Competencies 1,2,3,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,F,G.)

Unit VIII Consumer and Marketing Ethics

Learning Objectives

The student will be able to...

- Explain the range of issues regarding marketing practices, particularly regarding the ethics of deceptive practices that manipulate consumer autonomy or target vulnerable people (Course Competencies 1,2,3,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,F,G.)
- Explore the major ethical aspects of products liability law, negligence and pricing practices (Course Competencies 1,2,3,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,F,G.)
- Explore the role of regulations, the media and consumer groups on the ethics of consumer safety matters (Course Competencies 1,2,3,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,F,G.)
- Examine the role of technology and technological changes on ethical considerations involving people within and without a business' workforce (Course Competencies 1,2,3,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,F,G.)
- Apply ethical frameworks with basic business imperatives to evaluate marketing practices and consumer issues (Course Competencies 1,2,3,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,F,G.)

Unit IX Environmental Ethics and Business

Learning Objectives

The student will be able to...

- Describe traditional and emerging understandings of businesses' responsibilities to the natural environment, especially with respect to sustainable business and economic concerns (Course Competencies 1,2,3,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,F,G.)
- Explain the key factors involving factoring the usually externalized costs of pollution (Course Competencies 1,2,3,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,F,G.)
- Analyze both regulatory and market-based approaches to environmental challenges in terms of different economic models (Course Competencies 1,2,3,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,F,G.)

- Understand how considering the major ethical issues regarding obligations to future generations, measuring the value of nature and the treatment of ecosystems and animals relate to business decision-making (Course Competencies 1,2,3,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,F,G.)
- Apply ethical frameworks with basic business imperatives to evaluate an organization's practical and ethical interaction with and effect on its natural environment (Course Competencies 1,2,3,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,F,G.)

Unit X Business Ethics and Global Trade

Learning Objectives

The student will be able to...

- Understand the range of ethical issues involved in globalization in terms of businesses, governments, local communities and other societies, across different cultural contexts, particularly with respect to personal and organizational integrity, and cultural relativism (Course Competencies 1,2,3,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,F,G.)
- Examine the major ethical aspects of corporations' relationships with domestic local Communities, and those overseas, within which they operate, and within the larger context of fluid labor and other factors and priorities in the global business arena (Course Competencies 1,2,3,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,F,G.)
- Explore issues of justice and ethics of corporations' roles in national, treaty-defined and global economies, including with respect to wealth distribution and other social policies (Course Competencies 1,2,3,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,F,G.)
- Apply ethical frameworks with basic business imperatives to evaluate international business practices from the perspectives of individuals, businesses, economies and nations (Course Competencies 1,2,3,4; General Education Goals 1,5,6,7,8; Core Skills A,B,C,D,F,G.)

Methods of Instruction and Evaluation of Student Learning: In pursuit of the foregoing objectives, the course is based upon the reading and discussion of primary and secondary source materials by philosophers, business managers and other writers on professional ethics; liberal use of timely, germane handouts articles, news reports, literature and especially case studies will be used to supplement the course's main text. The basic principles and methods of logical, ethical and business reasoning are introduced with a focus on assessing and developing sustained arguments; the techniques of scholarly research and writing are reviewed; and students are required to do a substantial amount of expository and critical writing. In addition, students may be required to participate in in-class and/or out-of-class group work. Student learning of relevant ethical and business issues and methods will be assessed in two general areas: content knowledge and reasoning. A range of different assessments are employed to measure each of the five course objectives. The work may involve constructing both a personal and a professional ethical code and applying a professional ethical code to specific cases (case studies). The group work will contribute to the student's ability and competence to work with others on ethical matters (e.g., ethics panels, ethics boards, etc.).

Citizenship: Course-long assessment of how students contributions to the class learning environment, that may include such factors as attendance (which will be in strict accordance with college policies), the amount and manner of class participation, helpfulness to other students' understanding, oral presentations (may be broken out as a

- separate grading category), etc.
- Homework: 6 or more short assignments aimed at having the student demonstrate that they did the assigned reading assignment and can address the issues covered in their own words.
- Quizzes: 2 or more brief assessments to allow students to demonstrate basic understanding of course content knowledge in a specific unit of instruction
- Tests: 1 or more class-length assessments to allow students to demonstrate mastery of course content knowledge in covered units of instruction
- Examinations: 1 or more class-length assessments to allow students to demonstrate ethical and business reasoning and content knowledge as applied to units of instruction; includes one comprehensive final exam. At least a final exam.
- Essays: 1 or more assessments to allow students to demonstrate ethical & business reasoning and content knowledge as applied to units of instruction. Well-argued papers are the first goal here, as a demonstration of business-informed ethical reasoning, though assigning and assessing in part a research dimension to the assignment is integral.

Course Grade Breakdown:

Citizenship	10-15% (includes participation)
Homework	10-15%
Quizzes	5-10%
Tests/Exams	30-50% (no one test/exam worth more than 20%)
<u>Essays</u>	<u>30-50%</u> (no one paper worth more than 25%)
Course =	100%

The particular grading breakdown is to be determined by each instructor and listed clearly in her/his syllabus.

Academic Integrity Statement: [As found @ <http://mlink.mccc.edu/omb/OMB210.pdf>]

MCCC ACADEMIC INTEGRITY POLICY

OMB 210

Mercer County Community College is committed to Academic Integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty. The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

- A. Uses or obtains unauthorized assistance in any academic work.
- copying from another student's exam.
 - using notes, books, electronic devices or other aids of any kind during an exam when prohibited.
 - stealing an exam or possessing a stolen copy of an exam.
- B. Gives fraudulent assistance to another student.
- completing a graded academic activity or taking an exam for someone else.
 - giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity.
 - sharing answers during an exam by using a system of signals.
- C. Knowingly represents the work of others as his/her own, or represents previously completed academic

work as current.

- submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source.
- using another author's words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately.
- presenting another individual's work as one's own.
- submitting the same paper or academic assignment to another class without the permission of the instructor.
- falsifying bibliographic entries.
- submitting any academic assignment which contains falsified or fabricated data or results.

D. Inappropriately or unethically uses technological means to gain academic advantage.

- inappropriately or unethically acquiring material via the Internet or by any other means.
- using any electronic or hidden devices for communication during an exam.

Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.

Consequences for Violations of Academic Integrity

For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final course grade, failing the student in the course, or other penalty appropriate to the violation. In all cases, the instructor shall notify the Chair of the Academic Integrity Committee of the violation and the penalty imposed. When two (or more) violations of academic integrity are reported on a student, the Academic Integrity Committee (AIC) may impose disciplinary penalties beyond those imposed by the course instructors. The student shall have the right to a hearing before the AIC or a designated AIC subcommittee.

Appeals

The student has a right to appeal the decision of the instructor or the Academic Integrity Committee. Judicial procedures governing violations of Academic Integrity are contained in the Student Handbook.

Approved: Board of Trustees May 19, 1983

Revised: May 18, 2000, March 18, 2004

Students with Disabilities:

Any student in this class who has special needs because of a disability is entitled to receive accommodations. Eligible students at Mercer County Community College are assured services under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. If you believe you are eligible for services, please contact Arlene Stinson, the Director of Academic Support Services at LB221, (609) 570-3525, stinsona@mccc.edu.