

LINCOLN UNIVERSITY

BA 337 – PERSONNEL LAW

COURSE SYLLABUS

Department of Business and Economics
Fall, 2025

Lecture Schedule: Tuesday 3:30 – 6:15 PM
Credit: 3 units / 45 lecture hours
Level: Mastery 2 (M2)
Instructor: Prof. Ken Germann, MBA, JD
Office Hours: TBA
Home e-mail: kengermann@att.net
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Textbook: Employment Law for Business
Sixth Edition, by Bennett-Alexander and Hartman, McGraw-Hill, NY,NY, 2009
ISBN-13:978-0-07-337763-6

CATALOG DESCRIPTION

The course covers personnel law in the business perspective. It includes all foundations needed to understand the topic and the important state and federal guidelines. (3) units. *Prerequisite: BA 308*

COURSE OBJECTIVES

- * Students will understand how employee relations are regulated.
- * Students will understand the different types of discrimination which affect employment.
- * Students will have a thorough knowledge of regulation in the workplace.
- * Students will learn the rights and responsibilities of employers and employees.

COURSE LEARNING OUTCOMES¹

	Course LO	Program LO	Institutional LO	Assessment Activities
1	Demonstrate knowledge of current state of scholarship regarding both employee and employer rights under US Law	PLO 1	ILO 1b, ILO 2b	Class participation, homework
	Effectively develop, implement and communicate personnel policy within an organization	PLO 3	ILO 2b, ILO 7b	Case studies, homework
2	Be able to assume leadership responsibilities and implement decisions in accordance with ethical principles.	PLO 2	ILO 4b, ILO 5b, ILO 6b	Class participation, exams

¹ Detailed description of learning outcomes and information about the assessment procedure are available at the [Learning Outcomes Assessment](#) section of LU website.

INSTRUCTIONAL METHODS

Lecture method is used in combination with international management case studies.

Every student must participate in an intensive classroom activity. Assignments and projects require students to actively use resources of the library. Detailed guide to business *resources of the library* as well as the description of Lincoln University approach to *information literacy* are available at the [LU Library](http://lincolnuca.libguides.com) website (lincolnuca.libguides.com).

PROCEDURES AND METHODOLOGY

Lecture method is used in combination with business case studies. The emphasis will be on learning by doing. Every student must participate in an intensive preparation and classroom activity.

COURSE PROJECT

Every student must complete develop a plan setting the personnel policies and procedures for an actual company. The policies and procedures will come from the materials covered in the assigned readings and lectures. The written final project and an oral presentation of the final project will on the last day of class. Your grade will be determined by your designing personnel policies which meet your chosen business's needs.

REQUIREMENTS

Continuous assessment is emphasized. Written assignments will be given every week. Reading, writing and “business case study” assignments are scheduled throughout the course. Students must complete all assignments and take all exams on the dates scheduled. Plagiarism will result in the grade “F” and a report to the administration.

ATTENDANCE

Students are expected to attend each class session. If you cannot attend a class due to a valid reason, please notify the instructor prior to the class. There will be no make- up assignment.

EXAMS

Both midterm and final exams are structured as written essays to answer the given questions. Examples to illustrate; and references to statute and case law are mandatory. Exams will cover all assigned chapters, any additional readings or supplementary materials covered in class.

GRADING

Class Participation	100 points
Case Studies	100 points
Mid-term exam	100 points
Final exam	100 points
Course Project	- Written 50
	Oral 50
	<u>100 points</u>
Total	500 points

Grades will be earned as follows:

470-500	A	365-384	C
450-469	A-	350-364	C-
435-449	B+	335-349	D+
415-434	B	315-334	D
400-414	B-	300-314	D-
385-399	C+	299-below	F

COURSE SCHEDULE

Lectures	Topic	Chapters
1	Overview	
	Regulation of Employment	Ch. 1
2	(a) Civil Rights Act	Ch. 2
	(b) Legal Construction of the Employment Environment	Ch. 3
3	(a) Affirmative Action	Ch. 4
	(b) Race and Color Discrimination	Ch. 5
4	National Origin Discrimination	Ch. 6
5	Gender Discrimination	Ch. 7
6	Sexual Harassment	Ch. 8
7	(a) Review	Ch. 1-8
	(b) Midterm Exam	
8	Affinity Orientation Discrimination	Ch. 9
9	Religious Discrimination	Ch. 10
10	Age Discrimination	Ch. 11
11	Disability Discrimination	Ch. 12
12	(a) Employee Rights	Ch. 13
	(b) Labor Law	Ch. 14
13	Benefits and Protections	Ch. 15
14	(a) Review	
	(b) Final Exam	Ch. 9-15
	(a) Written Course Project Due	
	(b) Oral Presentation of Course Project	

TOPICAL COURSE OUTLINE

Part 1 The Regulation of the Employment Relationship
 Ch 1 The Regulation of Employment
 Ch 2 Title VII of the Civil Rights Act
 Ch 3 Legal Construction of the Employment Environment

Part 2 The Regulation of Discrimination in Employment
 Ch 4 Affirmative Action
 Ch 5 Race and Color Discrimination
 Ch 6 National Origin Discrimination
 Ch 7 Gender Discrimination
 Ch 8 Sexual Harassment
 Ch 9 Affinity Orientation Discrimination
 Ch 10 Religious Discrimination
 Ch 11 Age Discrimination
 Ch 12 Disability Discrimination

Part 3 The Regulation of the Employment Environment
 Ch 13 The Employee's Right to Privacy
 Ch 14 Labor Law
 Ch 15 Selected Employment Benefits

COMMENTS

- * Participation is required. What you put into the class will determine what you get out of it - and what others get out of it.
- * Please come on time. Late arrivals disturb everyone else.
- * If you miss a class, you are responsible for getting notes on the material covered from a classmate.
- * To avoid distracting noise in class, cellular phones must be turned off or the ringing mode silenced.
- * Questions and comments during the class are welcome. Do not hesitate to ask questions - do not leave anything unclear for you.

MODIFICATION OF THE SYLLABUS

The instructor reserves the right to modify this syllabus at any time during the semester. Announcements of any changes will be made in the classroom.

INSTRUCTOR BIO

My first career was in operations for manufacturers. I worked as an expeditor, quality control inspector, junior chemist, front line supervisor and plant manager. I was lucky enough to be a poverty attorney during the “War on Poverty”. My third career was as a producer, director, script writer and actor for a murder mystery company. For the past thirty years I have had a consulting firm, specializing in management and marketing problems.

Like many students, I pursued four degree programs while working full time. My passion is teaching. I have over thirty years of teaching graduate and undergraduate business classes. My other interests are family and travel. I have had an opportunity to work and travel to 191 countries.

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INDIVIDUAL RESEARCH PROJECT (1 unit)

Each student registered for a 400-level course must complete a one-unit research project in addition to the coursework described in this syllabus. They are expected to develop a more comprehensive international management paper. The written project and the oral presentation will both be presented in the last scheduled class. The project requires 45 hours of independent study with regular consultations in accordance with the schedule determined by the instructor. The project work results in a written report (not less than 15 pages; APA style) and an oral presentation during the class session.

Evaluation of the student's work on the Individual Research Project will be done using the following rubric:

WRITTEN REPORT				
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	<i>Not Present</i>
<i>Research Problem Statement</i>	The statement of a research problem is crystal clear, novel and thought provoking	Clearly and concisely identifies a research problem	The statement of a research problem is incomplete, lacking precision.	The statement of a research problem is absent.
<i>Organization</i>	The report is logically organized; ideas are exceptionally well-developed and support a thoughtful and engaging conclusion.	The development of ideas is present; the conclusion is effective and directly addresses the original thesis.	Organization is confusing, disjointed, and inconsistent; ideas, if present, are not developed; the conclusion is vague and/or does not address the original thesis.	The report lacks organization
<i>Sources and formatting</i>	A variety of high-quality sources is used; all factual claims are supported with citations. The report follows the APA style guidelines.	A few high-quality sources are used; majority of factual claims are supported with citations The report mostly follows the APA style guidelines.	Sources used are of a questionable quality; factual claims are not supported. Use of APA style is inconsistent.	Sources are not identified or of a poor quality; factual claims are unsubstantiated. The report is poorly formatted
PRESENTATION				
	<i>Exceeds Standards</i>	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>	
<i>Style and Organization</i>	Presentation is clear, confident, and fully engaging; the use of visual aids enhances its effectiveness; the presentation is well timed and structured.	Presentation is clear; the use of visual aids is not detrimental to audience engagement; all necessary components are given appropriate time.	Presentation lacks clarity, no attempt is made to engage the audience; visual aids are haphazard and distracting; lack of structure results in an inefficient use of time.	
<i>Questions and Answers</i>	Student demonstrates extensive knowledge of the topic by providing confident appropriate responses to all questions.	Student demonstrates knowledge of the topic by responding adequately to questions.	Student demonstrates lack of knowledge of the topic by responding inaccurately and inappropriately to questions.	