

Submit

COURSE ADDITION/REVISION/TERMINATION FORM

(See back of form for instructions)

ADDITION REVISION TERMINATION

1. COURSE NUMBER BA 400 2. COURSE TITLE Applied Ethical Leadership

3. IF REVISION: Previous Course No. Previous Title

4. FOR ADDITIONS AND REVISIONS - FIRST TERM/YEAR TO BE OFFERED: Fall [x] Spring [] Summer [] Term 2018
5. FOR TERMINATIONS ONLY - LAST TERM/YEAR TO BE OFFERED: Fall [] Spring [] Summer [] Term []

6. COLLEGE: Harrison College of Business DEPARTMENT NAME: Mgmt & Marketing

7. CIP CODE: 52.0213

8. FIXED CREDIT HOURS: YES [x] NO []
9. VARIABLE CREDIT HOURS: YES [] NO [x]
Total Hours, Lec Hours, Lab Hours, Min Hours, Max Hours

10. REPEATABLE COURSE TAKEN FOR CREDIT: YES [] NO [x] IF YES, total number of times course can be taken

11. COURSE LEVEL: Undergraduate 12. GRADE TYPE: Standard Grade

13. COURSE DEGREE RELATED: Degree related [x] Developmental []

14. COURSE MEDIUM-Choose appropriate code: L - Lecture

15. FACULTY CREDIT HOURS: 3

16. CROSS-LISTED COURSE: NO [x] YES [] WITH
17. SPECIAL COURSE FEE? (Must be Board approved) YES [x] Amount \$ 39.99 NO []

18. UNIVERSITY STUDIES COURSE: NO

19. Course Description (20 words or less) for University BULLETIN or Attach Electronic Syllabus:
Investigation of a leader's responsibility in creating an ethical organizational culture through anticipating, analyzing, and responding to business ethical issues.

COURSE APPROVAL SIGNATURES

Department Chairperson, Dean of Kent Library, College Council, University Studies Council, Graduate Council, Registrar's Office Use Only

To obtain the next signature, save the pdf to your desktop and then email the form as an attachment to the next individual for signing. When submitting the form, the email must come from your Southeast email account.

Registrar's Office Use Only
SCACRSE Bulletin Degree Audit SHATATR

Memorandum

Date: October 12, 2017

To: HCB College Council

From: BSBA Core and Support Revision Committee

Subject: Applied Ethical Leadership Course

The BSBA Core and Support Revision Committee recommends that a new upper level (BA400) Applied Ethical Leadership course be added to the BSBA curriculum. **This course will replace *UI 400 Business and Ethics* listed in the BSBA Support Courses.**

Proposed Course: Applied Ethical Leadership; **Proposed Implementation Date:** Fall 2018

In order to emphasize the essential role of ethics in business operations and organizational culture, the Revision Committee has developed an upper level course that will expand on concepts introduced by other courses in the BSBA core program. The new course—*Applied Ethical Leadership*—intends to provide students with training to aid them in anticipating, analyzing, and responding appropriately to business ethical issues.

Firstly, the proposed course revision is based in part on a report of the HCB Assurance of Learning Committee, where assessment documentation showed only marginally acceptable learning scores. The Committee reported that Ethics assessment scores for the most recent six semesters reviewed (2014-2016) averaged 2.25 on a 3 point scale. Given the importance in the workplace of ethics understanding, the Committee believes programmatic changes were warranted.

Also very importantly the proposed course differs from the current UI400 course in that it is tailored specifically to the knowledge base and conceptual understanding of students in the business college. Individuals enrolling in this capstone course will have received introductions to business ethics through a number of disciplines within their program, including—but not limited to—courses in Business Law, Economics, Marketing, Finance, Information Systems, Accounting and Management. Additionally, the new course assumes a solid foundational knowledge of business and organizational structure, employer-employee relationships, and the elements of corporate citizenship. Students will be expected to enter the course with a background which allows them to readily apply ethical decision-making models to known business systems and structures.

Instructors qualified to teach the course will be drawn from faculty who possess training and experience in business ethics, understanding hierarchical workplace dynamics, and applied ethical decision-making models. Included in the course curriculum will be an examination of unethical behaviors in organizations, the evolution of business ethics, diversity and inclusion, and the development of ethical leadership skills. In addition to this specialized business ethics related content, students will complete a unique ethical leadership program sponsored by the National Association of State Boards of Accountancy (NASBA) and the Center for the Public Trust (CPT). Because it is estimated that 80% of young professionals will face an ethical dilemma within their first two years in the workforce, the *Ethical Leadership Certification* program is designed to help students understand that ethical leadership is the most sustainable form of leadership. Participants in the program learn to identify ethical issues, respond to ethical situations and enhance their decision-making abilities. Students who successfully complete the program will receive a Student Ethical Leadership Certificate. Other assessments in the course will include examinations, case analysis, informed professional participation, and a major research paper or project with a focus on business ethical leadership dimensions.

The proposed course also aligns with the AACSB objectives regarding business ethics education, including “advancing the awareness, reasoning skills, and core principles of ethical behavior that will help to guide business leaders as they deal with a changing legal and compliance environment.” AACSB believes it is critical to develop “moral courage” in the workplace, and a strong business-centric ethics course is an ideal method by which to achieve this goal.

There is a fee for the Ethical Leadership Certification. Approval will be sought for a course fee for this expense (\$39.99). . <https://www.studentcpt.org/ethical-leadership-certification-program/>

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: Management and Marketing
Harrison College of Business

Course No. BA400

Title of Course: Applied Ethical Leadership

Date: October 12, 2017

Please check: New
 Revision

I. Catalog Description (Credit Hours of Course):

Investigation of a leader's responsibility in creating an ethical organizational culture through anticipating, analyzing, and responding to business ethical issues. (3 Credit Hours)

II. Prerequisite(s): 90 completed program hours in any major within the Harrison College of Business

Co-requisite(s): None

III. Purposes or Objectives of the Course (optional):

- A. To anticipate conditions under which potential ethical issues could arise in the workplace.
- B. Use ethical frameworks to analyze ethical issues and make ethically defensible decisions.
- C. Respond to ethical challenges through planning, implementing, and auditing organizational ethical initiatives.

IV. Course Learning Outcomes (Minimum of 3):

- A. Students will be able to identify conditions under which potential ethical issues could arise in the workplace.
- B. Students will demonstrate the ability to use ethical frameworks to analyze ethical issues and make ethically defensible decisions.
- C. Students will demonstrate the knowledge required to plan, implement, audit and lead elements of an ethical organization culture and climate.

V. Names of Faculty Qualified to Teach the Proposed Course:

- A. Judy Wiles
- B. John Cherry
- C. Rebecca Summary
- D. Leisa Marshall
- E. Christine Ladwig
- F. James Caldwell


VI. Course Content or Outline (Indicate number of class hours per unit or section):

| | |
|---|---------|
| A. Unethical Behaviors in Organizations and Human Nature | 4 hours |
| B. Ethical Decision Making Models, Frameworks, and Theories | 6 hours |
| C. Evolution of Business Ethics | 2 hours |
| D. Hiring Ethical People | 2 hours |
| E. Codes of Ethics and Conduct | 2 hours |
| F. Ethics Training | 3 hours |
| G. Employee Diversity and Inclusion | 3 hours |
| H. Implementing and Auditing Organizational Ethics Systems | 3 hours |
| I. Ethical Leadership | 3 hours |
| J. Ethically Engaging and Empowering Employees | 3 hours |
| K. Ethics and the Ecosystem | 3 hours |
| L. Community Outreach | 3 hours |
| M. Ethical Leadership Certification (NASBA/CPT) | 8 hours |

Total: 45 hours

Attach the following:

- copy of example class syllabus and course schedule.
- memo from Library Dean assessing available and needed library holdings and resources.
- memo(s) from Department Chairs in affected departments stating possible issues and/or conflicts are resolved.

Signature: 
Chair

Date: 10/24/17

Signature: 
Dean

Date: 10/12/17

| | |
|--------------------|--------------------------------|
| Instructor: | Office Hours: |
| Phone: | Class Times: |
| Website: | Class Room: |
| Email: | Semester: |
| Office: | Final Exam Information: |

Course Description:

Investigation of a leader’s responsibility in creating an ethical organizational culture through anticipating, analyzing, and responding to business ethical issues (3 Credit Hours).

Course Learning Outcomes (CLO’s):

Upon completion of this course the students will be able to:

1. Identify conditions under which potential ethical issues could arise in the workplace.
2. Demonstrate the ability to use ethical frameworks to analyze ethical issues and make ethically defensible decisions.
3. Demonstrate the knowledge required to plan, implement, audit and lead elements of an ethical organization culture and climate.

Required Course Materials:

- Collins, D. (2018). *Business Ethics: Best Practices for Designing and Managing Ethical Organizations, 2nd Ed.*, Sage Publications. (ISBN: 9781506388052).
- Ethical Leadership Certification Program through the Student Center for the Public Trust. Cost is \$39.99 per student. <https://www.studentcpt.org/ethical-leadership-certification-program/>
- Supplementary Materials: As assigned and supplied by the instructor.

Course Content

| | |
|---|---|
| 1. Unethical Behaviors in Organizations and Human Nature | 4 |
| 2. Ethical Decision Making Models, Frameworks, and Theories | 6 |
| 3. Evolution of Business Ethics | 2 |
| 4. Hiring Ethical People | 2 |
| 5. Codes of Ethics and Conduct | 2 |
| 6. Ethics Training | 3 |
| 7. Employee Diversity and Inclusion | 3 |
| 8. Implementing and Auditing Organizational Ethics Systems | 3 |
| 9. Ethical Leadership | 3 |
| 10. Ethically Engaging and Empowering Employees | 3 |
| 11. Ethics and the Eco-system | 3 |
| 12. Community Outreach | 3 |
| 13. Ethical Leadership Certification | 8 |

| | |
|-------------|----|
| Total Hours | 45 |
|-------------|----|

Course Assignments and Grades:

Your grade will be assigned as follows:

| <u>Assessment</u> | <u>% Allocation</u> |
|----------------------------------|---------------------|
| Exams | 30 % |
| Cases | 20 % |
| Term Paper or Project | 30 % |
| Participation | 10 % |
| Ethical Leadership Certification | 10 % |

Evaluation of Student Performance:

All assignments will be graded using the following scale:

| | |
|------------|-----------------|
| A = | 90%-100% |
| B = | 80%-89% |
| C = | 70%-79% |
| D = | 60%-69% |
| F = | < 60% |

Exams:

Exams may cover any assigned readings, case studies, projects, activities, and any material presented in the course and applications of the material. Exams may include a variety of testing styles: multiple choice, true/false, matching, and essay. Normally, make-up tests will not be given. A “no-show” will receive a “zero” on that exam. Exceptions may be considered at the professor’s discretion. In the event that a make-up exam is granted it will cover the same material tested in the original exam; however, format and content may be changed.

Cases:

You will be assigned to analyze multiple cases throughout the semester in which you will demonstrate your ability to apply what you have learned in class to making ethical decisions real-life situations. More specific information for each case will be provided.

Term Paper or Project:

Each student will either submit a major paper, or manage a project which deals with one or more of the learning objectives of identifying, assessing, and responding to current ethical issues faced in the workplace. Further details about the paper or project are provided by the instructor.

Participation:

Participation includes your *informed* professional participation in class activities. Your ability to effectively participate will be based to a great extent on your *preparation* for class. Please ensure that you come prepared to class. At the end of the semester, your instructor will assign a participation grade based on your participation throughout the term.

Ethical Leadership Certification:

All students will complete the Center for the Public Trust (CPT) Ethical Leadership Certification Program. The online certification program has six modules, which cover the following topics:

- Overview of Ethical Leadership
- Ethical Decision Making
- Organizational Support of Ethical Leadership
- Role of Leadership in Managing and Preventing Conflicts and Ethical Risks
- Role of Communication in Ethical Leadership
- Implementing Ethical Leadership

Each module contains four or five sections, which last approximately 15 minutes each. Students are required to complete all six modules, and pass an exam at the conclusion of each section, by answering at least 80% of the questions correctly.

Attendance:

If for some reason you are unable to attend class, please exercise professional courtesy by notifying the instructor via e-mail in advance. Special considerations for extenuating circumstance will be made on an individual basis at the instructor's discretion.

Electronic Devices:

Cell phones, notebook computers, recording devices and other electronic equipment are not to be used during class except when deemed by the instructor as appropriate or advantageous for the specific activity. If you bring devices into the classroom, be certain that they are turned off and securely packed away. If you feel a need to use them during class, please speak with the instructor in advance.

Civility and Professionalism

A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Some of the texts and issues we will discuss may cause disagreements among members of the class. Multiple viewpoints are an essential component of any college course, and disagreeing with someone is fine. However, rude, disrespectful, aggressive, offensive, harassing, or demeaning behavior —either face-to-face or in an online discussion—toward anyone in the class will not be tolerated; students are expected to abide by the Code of Student Conduct ([Statement of Student Rights and Code of Student Conduct](#)). Should a student feel someone has acted inappropriately toward them in class, please speak with the instructor at once so the situation can be addressed. The instructor for the course reserves the right to ask a student to leave the classroom or the online discussion for any inappropriate behavior, and if the situation warrants, may call campus security to remove the offending student from class.

The instructor reserves the right to ask a student to leave the classroom or the online discussion for any inappropriate behavior. Violations can also result in reduction of your participation grade at the discretion of the instructor.

Academic Honesty Policy:

Policy. Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University.

Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty.

Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the Undergraduate or Graduate Bulletin. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

Plagiarism. In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report;
or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

Cheating. Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination;
2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another.

General Responsibilities for Academic Honesty. It is the University's responsibility to inform both students and faculty of their rights and responsibilities regarding such important matters as cheating and plagiarism. Most of what is considered unethical or dishonest behavior can be avoided if faculty and students clearly understand what constitutes such practices and their consequences. The University community should also be aware of the procedures to be followed should a breach of academic honesty occur.

The faculty member is responsible for clarification to his/her class of those standards of honesty for class assignments or functions where such standards may be unclear or when such standards vary from the accepted norm. Further, some faculty may choose to utilize preventive measures (multiple exams, alternate seating, etc.) to help insure the maintenance of academic honesty. However, the use of such measures is the prerogative of the individual faculty member and is not a responsibility or requirement of faculty in general.

The fundamental responsibility for the maintenance of honesty standards rests upon the student. It is the student's responsibility to be familiar with the University policy on academic honesty and to uphold standards of academic honesty at all times in all situations.

Protocol for Adjudicating Alleged Violations of Academic Honesty. Faculty members who discover evidence of academic dishonesty should contact the student within five business days of discovering the alleged dishonesty to arrange to meet and discuss the allegation. Prior to this meeting the faculty member may consult with the Department Chairperson, the appropriate Dean, and the Office of Judicial Affairs. The following sections describe the procedures to be adhered to in each of the listed instances: the student acknowledges the violation, the student denies the violation, and the appeals process. If the faculty member is the Department Chairperson, a departmental designee will assume the Department Chairperson's role in this protocol and references to the Department Chairperson should be read as departmental designee. The procedures below should be followed with online, ITV or face-to-face classes.

From Faculty Senate Bill 11-A-16 <http://www.semo.edu/facultysenate/handbook/5d.html>

University Accessibility Plan

Southeast Missouri State University is committed to providing services for students with disabilities to ensure equal access as outlined in the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Disability Services is the institutionally recognized program designed to provide both federally mandated services as well as proactive services for students with disabilities by ensuring equal access. By providing leadership, advocacy, resources, mediation, and guidance to students with disabilities, Disability Services assists students with identifying barriers to their success and thus identifying ways to address those barriers.

While Disability Services strives to reduce barriers that students encounter at Southeast, academic accommodations are often necessary in the classroom. Academic accommodations are adjustments made to provide students equal access. Students wishing to use academic accommodations that are associated with their disability should contact Disability Services to determine how best accommodations may be provided. When accommodations are needed, they are implemented on a case by case basis. Disability Services staff consult with each student individually to identify how to best meet their needs.

For more information, see the Disability Services page or contact Disability Services located in Dearmont Hall Wing B1, One University Plaza MS 2030, Cape Girardeau, MO 63701; (573-651-5927).

Disability Services

If a student has a special need addressed by the Americans with Disabilities Act (ADA), please notify the instructor at the beginning of the course. You must register as a student with a disability in the office of Disability Services located in Dearmont Hall Wing B1, One University Plaza MS 2030, Cape Girardeau, MO 63701; (573-651-5927).

It is the responsibility of the student to notify the instructor after requesting reasonable accommodations with DS. Failure to do this may result in not receiving the requested accommodations. Refer to <http://www.semo.edu/ds/index.htm>

Questions and Concerns:

Most answers to your questions may be found in this syllabus. Otherwise, questions, comments or requests regarding this course or program should be taken directly to your instructor. The instructor will try to respond within 1-2 business days. Any unanswered questions or unresolved issues involving this class may be taken to the Interim Management and Marketing Department Chair, Kevin Dickson.

Disclaimer:

This syllabus is subject to change at the discretion of the instructor and will be announced to the class. It is the student's responsibility however, to make note of any announced changes.

Detailed Course Content

| | |
|---|---|
| 1. Unethical Behaviors in Organizations and Human Nature | 4 |
| a. Costs of Unethical Behavior | |
| b. Competitive Advantages of Ethical Organizations | |
| c. Cognitive and Moral Development | |
| 2. Ethical Decision Making Models, Frameworks, and Theories | 6 |
| a. Behavioral Models | |
| b. Rational Models | |
| c. Organizational Justice | |
| d. Moral Identity and Licensing | |
| e. Cross-Cultural Value Hierarchies | |
| 3. Evolution of Business Ethics | 2 |
| a. Freedom, Rights, Capitalism | |
| b. Social Responsibility | |
| 4. Hiring Ethical People | 2 |
| a. Ethics Screens | |
| 5. Codes of Ethics and Conduct | 2 |
| a. Differences Between a Code of Ethics and a Code of Conduct | |
| b. Purpose and Importance of Codes | |
| c. Implementing and Effective Code Communication Strategy | |
| d. Annual Code of Ethics Assessment | |
| 6. Ethics Training | 3 |
| a. Building Awareness and Trust | |
| b. Organizational Culture and Climate | |
| c. High-Integrity Work Culture | |
| d. Workshops: Organizational Culture, Code of Conduct, Ethical Decision Making, Self-Awareness. | |
| 7. Employee Diversity and Inclusion | 3 |
| a. Dimensions of Diversity | |
| b. Workplace Discrimination | |
| c. Diversity Management | |
| d. Diversity and Training Workshops | |
| 8. Implementing and Auditing Organizational Ethics Systems | 3 |

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|---|-------|
| a. Employee Silence on Ethical Misconduct | |
| b. Ethically Approachable Managers | |
| c. Ethics Point Person | |
| d. Ethics Assist Lines | |
| e. Whistleblowing | |
| f. Ethical Failure Recovery | |
| 9. Ethical Leadership and Role Modeling | 3 |
| a. Tone at the Top | |
| b. Trust and Trust Repair | |
| c. Goals Fostering Ethical Behaviors | |
| d. Ethical Employee Performance Appraisals | |
| e. Disciplining Ethical Violations | |
| 10. Ethically Engaging and Empowering Employees | 3 |
| a. Extent and Benefits of Employee Engagement | |
| b. Empowering Through Teams | |
| 11. Ethics and the Eco-system | 3 |
| a. Environmental Trends and Climate Change | |
| b. Governmental and Other Responses | |
| c. Competitive Advantages of Being Eco-Friendly | |
| d. Going Green Companies | |
| e. Green Operations: Design and Assessment | |
| 12. Community Outreach | 3 |
| a. Business Case for Community Involvement | |
| b. Stakeholders vs. Shareholder Relationships | |
| c. Philanthropy and Volunteerism | |
| d. Other Prominent Social Responsibilities | |
| e. International Corporate Citizenship | |
| f. Assessment and Reporting | |
| 13. Ethical Leadership Certification | 8 |
| | <hr/> |
| Total Hours | 45 |