

MASTER SYLLABUS

SBES601: ETHICS AND SOCIAL RESPONSIBILITY

1. Course Details

Semester:	
Course Code:	SBES601
Course Name:	Ethics and Social Responsibility
Course Prerequisites:	None
Course Co-requisites:	None
Credits Hours:	One and one-half (1.5) credit hours
Classroom:	
Class Timing:	(18.75 contact hours)
Final Exam Period:	

2. Instructor Details

Professor:
Office Location:
Office Hours:
Email:
Course website:
Phone (Office):

3. Catalog Course Description

A contemporary approach to business and professional ethics, employing a case-based ethical and social responsibility decision making structure supported by professional and published materials drawn from business and academic sources. Emphasis on minimizing the financial and social costs to the firm and maximizing stakeholder value are included.

4. Course Overview

This course utilizes classical schools of ethical thought and practices to guide business leaders as they confront a wide variety of ethical and social responsibility issues. The incorporation of internet-based real-world ethical case studies with competing values will challenge students working in teams on some cases and independently in others. Discussions are focused on those stakeholders impacted on by the conflict

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and the decisions taken, as well as how organizations might create an environment that can successfully navigate those instances where competing values create potential conflict without compromising core values.

5. Course-Level Learning Goals¹

(A) Invariant Learning Goals (In support of the MBA Programmatic Learning Goal(s)):

Upon the successful completion of this course, the student will be able to:

1. Synthesize schools of ethical thought that result in outcome and resolution based on analysis of information that leads to conflict across competing virtues/values;
2. Integrate socio-economic information and culture-specific perspectives into the analysis and extrapolate components of ethical decision from the analysis for the purpose of translation across other sectors of the business environment;
3. Evaluate stakeholder impact of ethical decisions and judge the welfare gains of choices made against competing alternatives; and
4. Lead, through concise and sound policy development.

Assurance of Learning Validations (Linked to the MBA Programmatic Learning Goal(s))²:

A1: Hot Topics Simulation Team Project: The faculty member is to choose a “Hot Topic” simulation game to each student as a class project. The Hot Topics Simulation which is entirely web-driven using the ethicsgame.com, will deal specifically with both socio-economic issues and relevant issues impacted all aspects of the business environment. Students proceed through each phase of the simulation only after completing the previous one, where a critical review and evaluation of the student's ability to see

¹ A note on School of Management Course-Level Learning Goals: Learning goals are partitioned into those that are in support of the programmatic learning goals (Invariant), specific to the localized region of delivery (Contextualized), and specific to the domain expertise of the instructor (Instructor-Specific). The former two categories are required for all courses. Invariant “Assurance of Learning Validations” are specifically linked to the associated programmatic learning goal and objective, with course-level learning goals representing the programmatic goal as it applies to the context of the course. Learning goals that focus on knowledge acquisition (Bloom’s Taxonomy) are not specifically or necessarily included into the course-level learning goals, although it is assumed that knowledge acquisition of all relevant business core fundamentals is addressed within each course. Examinations in class are used to provide feedback concerning knowledge and comprehension for the purpose of ensuring that students who have not mastered these will not advance through the curriculum. Attainment of knowledge within each core area is assessed by way of standalone testing of each student as a required part of the instructional program prior to graduation (e.g. ETS).

² A note on School of Management Assurance of Learning Scoring: Scores form the metric for the degree to which the validation (e.g. learning outcome) satisfies the associated learning goal or objective. Assurance of learning validation descriptions identify the criteria for each score that is to be given. Scores are scaled using program or concentration rubrics. It must be noted that scores are to be differentiated from grades. Scores form a criterion from which an instructor will ascertain an overall grade for any instrument of assessment, and the overall assessment the student receives for an instrument is a “grade.” A score is an extraction that specifically measures the degree of attainment of a learning goal and/or objective.

all aspects of the simulation, as well as their ability to directly consider stakeholder implications of each phase and decision made, are provided through the software.

Student final outcomes of the Hot Topics Team Project, together with a case study report are submitted for review. The first report is due the last meeting of the class prior to the final examination. The simulation report, in addition to including all computer outcomes (to be placed in the appendices) will include full evaluation of simulation effort and conclusions as submitted by the student. This discussion must include numerous components, which will be scored across the criteria.

For the purpose of assurance of learning, two scores will be given, based on:

Score 1: Students success in working with the simulation game, including accessing the needed information, using information effectively to resolve the ethical issue(s), the quality of the analysis of the relevant issue(s), and evaluation of possible outcomes (MBA-1M); and

Score 2: A concise memo detailing the ethical issue(s), identification of relevant stakeholder groups, their stake in the issue, and the impact of the outcome these stakeholder groups might absorb; this includes the relevant social costs, and a judgment as to the overall value of the final outcome, and its relative welfare gains when compared to alternative outcomes that might have been reached (MBA-2G).

A2. Case Studies: At least two case studies will be distributed to the class. Each case will be analyzed and submitted to the instructor. These exercises will form the basis of class debates and discussion as to how others in the class might have approached the dilemma and the same issues.

For the purpose of assurance of learning, two scores are given based on the student's ability to:

Score 1: integrate socio-economic, culture-specific and socially responsible components into an analysis and evaluation of ethical decisions (MBA-2M); and

Score 2: identify cultural issues, demonstrate the impact of decisions made by the parties involved in the case, conduct a comparative analysis of factors relevant to the domestic and global business environment (MBA –3M, MBA-Business Environment).

A3. Weekly Current Topic Discussions: The student will bring to each class an article to be chosen from current events. The student will be expected to show proficiency on the topic beyond that which is included in the article itself. Effort will be made in choosing articles to include specific examples of global conflicts focusing on ethical practices and dilemma. The instructor will identify strategies for

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improving the student's ability to identify, analyze and evaluate solutions to ethical problems during the class discussion.*

*This language is added to improve student attainment of MBA-2G.

For the purpose of assurance of learning, one score is given based on the student's overall performance during the semester, which demonstrates the ability to embed ethical content across multiple business issues (MBA-2G, MBA-Ethics).

(B) Contextualized (Globalized) Learning Goal(s):

Upon the successful completion of this course, the student will be able to:

1. See Invariant Learning Goal 2 above.

Assurance of Learning Validation (In support of the Contextualized (Globalized) Learning Goal(s)):

B1. See Assurance of Learning Validation A2, score 2 above.

(C) Instructor Specific Learning Goal(s) (Optional):

None

Assurance of Learning Validation (In support of the Instructor Specific Learning Goal(s)):

None

6. Teaching and Learning Methodology

The School of Management's teaching and learning strategy is informed by contemporary indicators/sources that derive from its target market, specifically the millennial generation. In particular, behavioral traits for this generation are identified and form the basis of emphasis for the schools' teaching and learning methodologies. These methodologies are reflected in the school's mission statement by way of its TEMPOS campaign³. In addition, teaching and learning strategies are informed by institutional indirect assessment results, periodically collected and reviewed by the Office of Planning and Assessment and the school's faculty⁴. Teaching and learning strategies are also externally referenced systematically (e.g., the Annual Stakeholder's Conference) through continuing consultations with non-board key stakeholder groups, including employers, business and community leaders, accreditation and ministerial agencies, alumni, students, peer institutions, and business and governmental agency representatives.

³ Teaching and Learning Strategies: "TEMPOS and the Millennials," revised September 2008.

⁴ E.g., Student Survey on Teaching Quality – Quantitative Data: School of Management.

A component of all courses, as a part of the teaching and learning strategies, is to maintain academic rigor and to be intellectually challenging. This is validated in institutional survey results. However, School of Management faculty members utilize an overall collective portfolio of strategies/initiatives that obtain from the aforementioned sources in delineating those that are most appropriate or emphasized in the courses they lead.

In this course (SBES601), four (4) prioritized teaching and learning strategies focus on:

1. integrating principles of ethics/social responsibility;
2. relevant content to student future career/goals;
3. active student engagement into the learning process; and
4. independent learning.

All faculty members that instruct this course should consider how to execute the course to emphasize these key components of the strategies considered. Following a review of learning outcomes, faculty members consider how re-orientation of teaching and learning strategies might result in strengthening these outcomes, and adjustments are made, accordingly. Faculty members also consider how the School of Management Triple Platforms of Excellence (Professional Enrichment, Experiential Education, and Student Advancement) might be leveraged as a part of this strategy, and provide recommendations to the Directors of those platforms. The school also reviews the distribution of identified teaching and learning strategies periodically to ensure comprehension and the integration of each (from the designated list of approximately 20-25 strategies) within the curriculum. Finally, results from student teaching evaluations also provide indications of how various teaching and learning strategies are integrated into the course delivery. The following issues (indicator number is provided) are among those in the evaluations that bear on this review and analysis:

7. The instructor was responsive to student questions.
8. The instructor was available for course related consultation and advice.
9. The instructor graded and returned student work and exams promptly.
10. The instructor incorporated information technology (e.g. computer or the Internet) in the course.
18. The instructor was responsive to student needs and concerns.
21. The instructor assigned challenging course work.
22. The instructor provided helpful, constructive feedback on assignments and course work.
23. The instructor acknowledged cultural differences and diversity among students.
24. The instructor helped me understand the subject matter.

Along with teaching and learning strategies, the notion of student effort/time on task is also considered, although it is not necessarily driven by metrics. It is noted that the notion of student effort, specifically metric driven, is not a universally adopted approach⁵. However, if an instance occurs where student learning outcomes do not meet targeted academic standards, the School of Management utilizes indirect inputs in this area to explore the interdependencies between factors including the amount of work required in the course, the degree of challenge in the coursework, and level of critical analysis, among others⁶.

7. Required Resource(s)

Gentile, Mary. (2010). *Giving Voice to Values: How to Speak Your Mind When you Know What's Right*. New Haven, CT: Yale University Press. ISBN 13: 9780300161182

Student access to GVV required course materials:

www.GivingVoiceToValues.org

EthicalGame.com, ethical dilemma and table exercises to be distributed and completed on line. You will be given a student access code for all work required of EthicsGame.com

8. Reference Resource(s)

Journal of Business Ethics

Various journal articles, selected from peer reviewed journals and other professional sources as applicable to course discussions.

⁵ See the Victorian TAFE Association Response – Strengthening the AQF: Proposal, June 2009. East Melbourne, Victoria, Australia, retrieved from http://www.vta.vic.edu.au/docs/PositionDiscussion%20Papers/VTA_Response_Strengthening_the_AQF.pdf on February 22, 2010.

⁶ Sample data regularly collected through the New York Institute of Technology Student Rating of Courses/Teaching Form.

9. Assessment Methodology and Grading Guidelines

Instrument	Points (i.e. weights)
Hot Topics Simulation Team Project (see A1)	25 points
Case Studies (see A2)	20 points
Weekly Current Topic In Class Discussion (see A3)	15 points
Final Exam (see a below)	40 points
TOTAL	100 points

- a. **Final Exam:** A final exam either in the form of an extensive case to be analyzed and solved or as written essays will be administered at the end of each semester. The exam will be drawn from all the materials covered during the semester. The student will be graded on:
- Embedded ethical thoughts based on course content, articulated and directly applied to the readings, discussions and materials covered; and
 - written responses as to how this material can be translated into effective business practices.

10. Grading Guidelines: The final grade for the course will be calculated using the relevant grading scale:
N/A

11. Attendance Policy: Students are expected to attend every class session. Instructors will inform students of the exact number of absences and late-arrivals permitted during the semester. Students who exceed these limits may be subject to failure. If a student misses any class or test, the instructor has the right to either grant or deny an opportunity to make up the work that was missed. In such cases, the instructor shall be the sole judge of the validity of a student's explanation for having missed the class or test.

12. Deductions for Late Arrival, Early Departure, and Unexcused Absences:

13. Policy for Make-Up Assignments or Quizzes:

14. Classroom Behavior: Behavior that disrupts, impairs, interferes with, or obstructs the orderly conduct, processes, and functions within an academic classroom or laboratory violates the student code of conduct and may result in disciplinary action. This includes interfering with the academic mission of NYIT or individual classroom or interfering with a faculty member's or instructor's role to carry out the normal academic or educational functions of their classroom or laboratory, including teaching and research.

15. Students with Physical or Educational Challenges:

- It is the policy of New York Institute of Technology to provide reasonable accommodations for students who are otherwise qualified but have disabilities, including learning disabilities, health impairments, and

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other disabling conditions. Possible accommodations include, but are not limited to, test schedule modifications, class relocation, and possible assistance in acquisition of necessary equipment.

- The college has an interest in helping students with disabilities to be competitive in this academic environment. Therefore, reasonable accommodations will be made upon proof both of disability and need for the accommodations. It must be understood that accommodations are meant to facilitate educational opportunities. Admission to NYIT and accommodations do not guarantee success. Therefore, in addition to accommodations, the college encourages utilization of auxiliary services available to all students to maximize opportunities for success. Students whose disabilities may require some type of accommodation must complete a request for accommodations form and an intake interview with their campus services coordinator prior to the academic semester. Accommodations may be requested at any time during the semester; however, accommodations cannot be applied to past failures, only to future academic endeavors. Appropriate modifications of accommodations will be worked out on a case-by-case basis and will not necessarily incorporate all requested changes.
- Students for whom auxiliary services—such as readers, interpreters, note takers, etc.—have been approved should arrange these with their campus services coordinator. In addition to discussing appropriate educational modifications, the campus services coordinator will serve as a liaison with other college faculty and administration on behalf of students with disabilities.

16. Academic Integrity:

- Each student enrolled in a course at NYIT agrees that, by taking such course, he or she consents to the submission of all required papers for textual similarity review to any commercial service engaged by NYIT to detect plagiarism. Each student also agrees that all papers submitted to any such service may be included as source documents in the service's database, solely for the purpose of detecting plagiarism of such papers.
- Plagiarism is the appropriation of all or part of someone else's works (such as but not limited to writing, coding, programs, images, etc.) and offering it as one's own. Cheating is using false pretenses, tricks, devices, artifices or deception to obtain credit on an examination or in a college course. If a faculty member determines that a student has committed academic dishonesty by plagiarism, cheating or in any other manner, the faculty has the academic right to 1) fail the student for the paper, assignment, project and/or exam, and/or 2) fail the student for the course and/or 3) bring the student up on disciplinary charges, pursuant to Article VI, Academic Conduct Proceedings, of the Student Code of Conduct. The complete Academic Integrity Policy may be found on various NYIT Webpages, including:
<http://www.nyit.edu/images/uploads/academics/AcademicIntegrityPolicy.pdf>.

17. 8 Week Topical Class Schedule

Week	Topics	Book Section/Reading to be prepared
Wk 1	Introduction to the course Overview of ethical theories, discussion Assignments: Current event article for presentation Read; Gentile, M. GVV preface and introduction Take the ELI, Personal Values Statement exercise	Handout
Wk 2	Presentation of selected current topics articles Discussion on perspectives and purpose of GVV Discussion on ELI (Ethical Lens Inventory) Assignments Read: GVV Chapter 1 Prepare: Starting Assumptions for Giving Voice to Values	Current topics articles EthicsGame.com ELI GVV Preface and Introduction; ix-xvii, xxiii-xliv
Wk 3	Presentation of selected current topics articles Discussion of GVV chapter 1 and reading assignments Discussion on Class project, EthicsGame.com Dilemma Discussion on table exercise #1 Assignments: Read GVV Chapter 2 Prepare: An Action Framework for Giving Voice to Values—"The To-Do List" (pdf) Prepare Case: The Part-Time Job with a Full-Time Challenge (pdf) Access EthicsGame Dilemma and start getting familiar with its structure	Table exercise #1 Current topics article GVV chapter 1 Starting Assumption.. from GVV web site.
Wk 4	Presentation of selected current topics articles Discussion of GVV chapter 2 and Action Framework... Presentation and discussion on The Part Time Job case Assignments: Read GVV chapter 3 and 4 Prepare: EthicsGame.com Table Exercise 2 Prepare Case #2: IsThis My Place? ... Speaking "Up" (A)	Current topics article GVV Chapter 2 Action Framework .. from GVV Web Site. Case #1 GVV Part time Job

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	(pdf)	
Wk 5	Presentation of selected current topics articles Discussion of GVV chapter 3 and 4 Discussion on "Is this my Place... Table Exercise 2 handed in and discussed Assignments: Read: Chapters 5 and 6	Current topics article GVV chapters 3, 4 Case #2 EthicsGame table exercise.
Wk 6	Presentation of selected current topics articles Discussion of GVV chapter 5 and 6 Assignments: Read Chapter 7	Current Topics Article GVV chapters 5, 6 Case #3 Table exercise #2
Wk 7	Presentation of selected current topics articles Discussion of GVV chapter 7 Hand in EthicsGame. com essay and confirm completion of game. Assignments, Prepare for Final examination, Study guide to be handed out this week.	Current topics articles GVV chapter 7 Case #4 Ethics game essay
Wk 8	Final Examination	

18. Using the NYIT Library

All students can access the NYIT virtual library from both on and off campus at www.nyit.edu/library. The same login you use to access NYIT e-mail and NYITConnect will also give you access to the library's resources from off campus.

On the left side of the library's home page, you will find the "Library Catalog" and the "Find Journals" sections. In the middle of the home page you will find "Research Guides;" select "Video Tutorials" to find information on using the library's resources and doing research.

Should you have any questions, please look under "Library Services" to submit a web-based "Ask-A-Librarian" form.