



The School of Business & Technology

“Embedding Ethics in College Curriculum”

**Kathy Modin, M.A.
Project Coordinator**

~ August 15, 2008 ~

EMBEDDING ETHICS IN COLLEGE CURRICULUM

Kathy Modin, Project Coordinator

***“We develop leaders who embody the values of the School of Business & Technology and demonstrate consistently the highest levels of ethical decision-making, social responsibility, global awareness, and professional excellence.”
(School of Business & Technology Mission Statement)***

Why should the School of Business & Technology (SB&T) consider embedding ethics into its curriculum? One of the most effective ways to stay true to the SB&T Mission Statement of developing leaders who “**demonstrate consistently the highest levels of ethical decision-making**” is to engage students in critical thinking exercises that reflect what they will face in their future careers. There are some people that believe college students already have their moral compasses set. Others believe they are “ripe for discussions about such issues as conflicting responsibilities.” (Alsop, 2003). The challenge is not only to embed ethics into the curriculum, but to make ethics an integral part of students’ lives. Can we “break down the barriers between courses, so that students don’t view each course as something they focus on for a short time and then forget?” (Bisoux, 2008).

Dennis Bakke, Co-Founder and CEO of Imagine Schools and Co-Founder, President and CEO of the AES Corporation, was asked how ethics should be embedded in curriculum. His answer was to spend more time on “why” questions instead of techniques. Why are you in business? What is your purpose? What is your reason for the action or decision? He believes the purpose of a corporation is not to make money, but to “serve others in an economically sustainable way through integrity, justice and fun.” (Bakke, 2008).

Many textbooks include ethical dilemma case studies, but they are sometimes overlooked and not used for assignments or discussions. Some texts do not include ethical material and instructors must find other resources to use as discussion topics and group activities. The purpose of this project is to create a resource center for options on integrating ethics and social responsibility into the classroom. It will focus on methods that work for other colleges and universities as well as sample syllabi. It will also provide internet websites for applicable case studies in several disciplines within SB&T along suggestions for alternative activities for outside the classroom. Finally, it will provide recommendations for consideration, which will include implementing a Three-Phase Strategy Approach for embedding ethics into the SB&T curriculum.

***“Great learning and superior ability are of little value unless honor, truth and integrity are added to them.”
~Abigail Adams, First Lady 1797-1801~***

METHODS THAT WORK

University of St. Thomas (Minneapolis, MN): Dr. Ken Goodpaster, Koch Endowed Chair in Business Ethics, has successfully worked with the faculty in the School of Business at the University of St. Thomas (UST) to incorporate ethics in business education. He emphasizes course design along with case study analysis as well as “extra curricular” activities in order to help students develop their own conscience and morality to become leaders that create ethical corporate cultures. He has authored several books that aid in this endeavor.

Business Ethics: Policies and Persons is currently used as a text for Management Ethics at CSS and provides excellent case studies for classroom discussions. ***Conscience and Corporate Culture*** includes a model for integrating ethics in the curriculum, which will be discussed in this section.

Dr. Goodpaster has generously agreed to share his model for our consideration in embedding ethics in our own curriculum. The following information is from Chapter 8 “Conscience and Three Academies.” (Goodpaster, 2007). He stresses that *the commitment by the faculty and administrators* is of fundamental importance to the success of this process. His strategy for the **core curriculum** consists of four steps that create a cycle with each step leading to the next.

1) The first step is “***initiation***” or an introduction that will introduce the vocabulary used in business ethics as well as the indication that these values are central in the whole curriculum. He suggests that this course or module should include ethical relevance for all of the courses (computer science, finance, economics, accounting, marketing, etc.) with the indication that the subject of ethics will be continued throughout the educational process.

2) The second step is “***inclusion***” or working together within disciplines to include ethics in each of the core courses. To do this, faculty members need to be encouraged and empowered to develop case studies that relate to curriculum content already being taught. In this manner, students will be able to analyze current business problems that create ethical dilemmas which will in turn assist them in practically applying the concepts of the course. Students must be challenged to develop their own philosophy of ethical and responsible business.

3) The third step is “***consolidation***” or synthesizing all the learning in a capstone course, such as “*Integration & Ethics*,” that is part of the core curriculum and not just offered as an elective. Dr. Goodpaster coordinates a “*Great Books Seminar*” at UST that is based on the world-renowned Aspen Institute Executive Seminar. It is a one week, three-credit course in which he encourages spirited debates and discussions as the students get to know each other in a retreat-like environment. The purpose of these course examples is to provide students with an opportunity to blend business strategy with ethical critical thinking skills in the managerial decision-making process.

4) The final step is “***feedback***” from alumni. This is a crucial step in continuing the cycle by providing new information for the introductory step. By consulting with alumni on ethical challenges they face, we can obtain

recommendations for techniques in preparing students for the real world. Personal experiences can be used as case studies to be incorporated into course development for the following semester.

In addition to his four-step model, Dr. Goodpaster suggests using **“extra-curricular activities”** to support the development of ethical thinking. Some examples include Guest Speakers addressing ethics-related topics; Colloquia or dialogues with students, faculty and executives; Ethics Competitions with faculty and community members as judges; and Alumni seminars especially for department alumni to share information and experiences.

The final suggestion from Dr. Goodpaster is **“faculty visibility”** or participation in the community. This would involve faculty outreach to societies, writing papers, attending conferences, etc. He believes that students “read” faculty as well as case studies and books. The culture of a department is more than just the courses taught. It is demonstrated and modeled by all members of the faculty and administration.

Figure 1 below shows how extra-curricular activities and faculty visibility wrap around the four-step core curriculum cycle to aid in successfully reaching the target goal of teaching moral values.

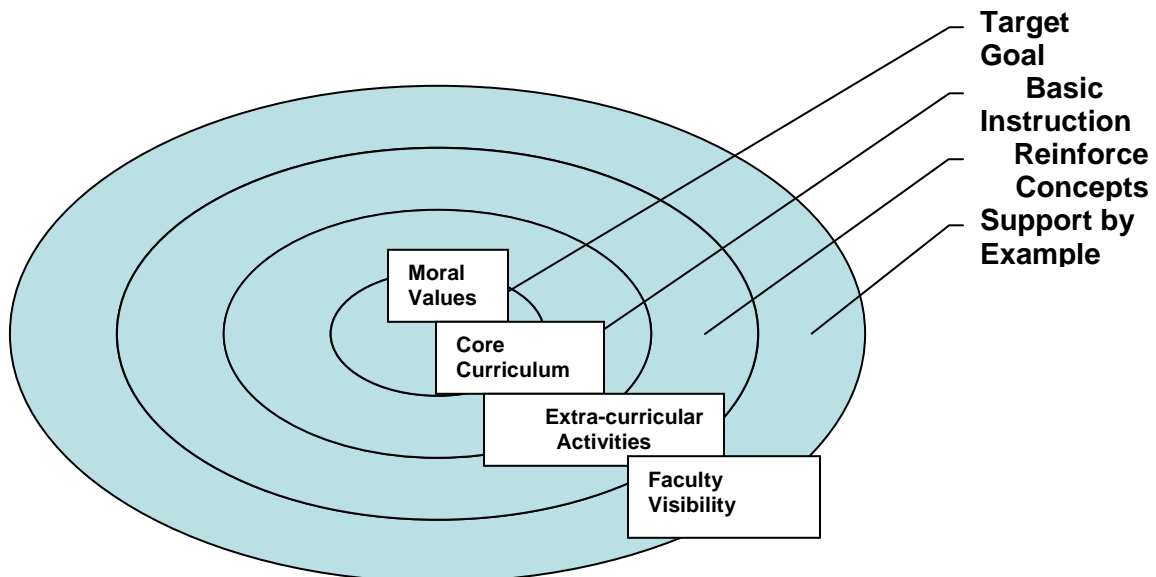


Figure 1. Targeting Moral Values as described by Dr. Ken Goodpaster

Marymount University (Arlington, VA): Michael Boyland, Ph.D., Professor of Philosophy at Marymount University (MU) and James A. Donahue, President and Professor of Ethics at the Graduate Theological Union, Berkely, co-authored ***Ethics across the Curriculum***, a practice-based approach to integrating discussions of ethics and values into the entire university curriculum (Boyland & Donahue, 2003). The text suggests several steps in accomplishing that goal.

One of the most important steps colleges should consider is creating a plan for faculty development. The authors shared their experience in presenting a seminar to introduce faculty members to basic principles in philosophical ethics. By including instructors from different disciplines within the department they could explore ethical issues from various professions. Participants in the seminar worked on methods to introduce ethics naturally in their classes. By the end of the seminar, instructors had created teaching modules that could be used in the respective courses.

A suggested structure for a *Faculty Ethics Seminar* is presented as an Appendix in their text. The recommended length of the seminar was one week: Monday through Thursday, 9:00 – 3:00; Friday, 9:00 – 12:30. An alternative length could be two weeks, in the morning only. The schedule for the week included a “prereading” of ***Basic Ethics*** by Michael Boylan. During the week, there were presentations of major ethical theories, discussions of professional practices, time to work on teaching module projects, and presentations of those modules.

The next important step is to integrate ethical material into the basic concepts of the course so students feel they are learning something relevant. In order to embed ethics or make ethics an integral part of the curriculum, the authors recommend the use of narrative and character in teaching ethics. The use of stories can make principles come alive and the use of character is a vital way of gaining moral insight. “*Ethics in this light becomes a question of ‘becoming a type of person’ rather than focusing explicitly on doing or performing certain actions.*” (Boylan & Donahue, 2003).

The major goal in this approach is to create consciousness-raising activities that will “improve the quality of how we all behave toward each other.” (Boylan & Donahue, 2003)

Loyola University Chicago (Chicago, IL): The faculty at Loyola University Chicago (LUC) strongly believe that in addition to teaching formal ethics classes, students should be exposed to having professors in their own disciplines who model ethical awareness. These instructors demonstrate and encourage reasoning skills in ethics and social justice within the contexts of specific careers and professional skills in business, as well as technology, engineering, biomedical science, or any other.

The Center for Ethics and Social Justice at LUC works closely with faculty members to enhance their skills and awareness of ethics education. The Center provides training in areas such as:

- Strategies of ethics education in courses not focused upon ethics
- Ethics knowledge and skills that can help faculty feel more comfortable and teach ethics more effectively in their courses
- Ethical issues that arise in faculty members' different fields of work, with practical strategies to address them

The workshops are "practically oriented" so that faculty members can leave with case studies and strategies to use them when they return to their classrooms. The participants benefit from each other and build a spirit of camaraderie.

In addition, five members of Loyola's faculty are released from their teaching duties to devote one semester in the spring as fellows of the Center. They spend much of their time researching and writing on a project related to their respective disciplines. Working with the director and LUC ethics faculty at the Fellows' Seminar, they are able to strengthen and solidify their abilities to explore ethical issues in their fields. The results of this program include increased quality in teaching ethics as well as numerous scholarly articles and professional presentations at conferences.

The Center also involves undergraduates in two major competitions:

- Ethics Bowl competition - students must use their abilities in analyzing ethical situations and their judgment in discussing challenging cases.
- Loyola-Marymount Business Ethics Competition – two teams debate against each other. The students choose a problematic situation, research the topic and propose a creative solution. They must show that their solution is the most viable (morally and legally) and that it conforms to the best business practices. Just for fun and a bigger prize, team may choose to combine the debate with Loyola Marymount's annual 5k/10k "Run for the Bay" race which has resulted in the name "L.A.'s Weirdest Biathlon." (luc.edu.ethics)

Yale School of Management (New Haven, CT): The Aspen Institute Business & Society Program in New York City has collaborated with the Yale School of Management in New Haven on a research and curriculum development initiative called Giving Voice to Values (GVV) in which students work with business practitioners on articulating their values. (Gentile, 2008). The purpose of the new program is to integrate ethics into the curriculum to help students realize that it is possible to act on their own values in the workplace and to speak up when they are confronted with ethical dilemmas. Instead of just giving options in unclear ethical situations, students are taught how to determine what course of action to take when they do not feel empowered to do what they know they should do. The goal of GVV is to provide more than an analytical tool. By grounding the discussions in the experiences of the students, faculty members are able to provide tangible and practical leadership skills.

The GVV program is supported by several pillars:

1. Acknowledging shared values – Research supports the fact that there are some values that people generally share, regardless of religion, culture, etc. Disagreements should not prevent employees from working together on common goals.
2. Choosing to act – The goal is to help students recognize that they are capable of acting on their own values. Most students grow more sure of themselves each time they speak up.
3. Normalizing values conflicts – When students realize that conflicts in values are a normal part of business, they are less likely to be surprised when these conflicts arise. They will be able to feel competent to speak up instead of evading the problem.
4. Defining professional purposes – By defining their purpose in business, students will likely have more leverage when they are confronted with ethical dilemmas. They will realize that the goals are not merely to please the manager or make another deal, and they will be able to argue their case for successfully reaching the goals of the business.
5. Understanding the self – One goal of GVV is to appeal to the strengths of the students rather than the need to conquer the weaknesses. Students begin to understand what matters most to them and how they would define success.
6. Using one's voice – Because there are different ways to voice values, students learn how to ask questions, make assertions, try persuasion, negotiate, provide new research, etc. They begin to understand how some techniques work better than others in certain circumstances.

“The GVV approach equips individuals with tested responses to the most common ethical challenges they will face in their careers.” (Gentile, 2008).

Illinois Institute of Technology (Chicago, IL): In 1976, The Center for the Study of Ethics in the Professions (CSEP) was established at the Illinois Institute of Technology (IIT) in order to promote ethical responsibility in professions. In 1991, IIT developed a workshop on "Ethics Across the Curriculum" (EAC) for members of its faculty to discuss ways of integrating ethics into their curricula. By 1997, IIT was hosting workshops for faculty members from across the country. IIT has a website that provides information on schedules for past EAC workshops as well as bibliography centers and internet sites regarding integrating ethics.

The Center also offers a variety of resources:

- Publications that can be ordered
- Codes of Ethics Online which offers a collection of professional codes of ethics
- Current Activities that include research on:
 - Emerging Technologies
 - Intercollegiate Ethics Bowl
 - Online Ethics Codes Project
- Ethics Resources Online which provides guides and sources for case studies (www.itt.edu/departments/csep)

Grand Valley State University (Allendale, MI): Ethics has long been a required topic in the engineering curriculum, but the list of 11 requirements - known by most engineering educators as the "a-k criteria" of ABET 2000 makes it clear that ethics must be far more than simply a topic to be covered somewhere in the curriculum. Teaching ethics is an essential part of teaching professionalism and must be a foundational strand that runs throughout the entire curriculum. In this paper the approach that is under development at the Padnos School of Engineering (PSE) at Grand Valley State University will be described. Students are introduced to the "Honor Concept" (which includes an Honor Code) as freshmen. The PSE program requires 1500 hours of coop experience which is normally divided into three semesters of full-time work alternated with academic semesters during the last two years of the program. This offers the faculty an opportunity to teach ethics as a natural aspect of professionalism through the academic requirements for coop. These elements and other parts of the approach under development will be described as well as observations about the success of this approach to date. (Fleischmann, 2003).

Dartmouth (Hanover, NH): Faculty interested in ethics formed the Ethics Institute at the grassroots level. There are now over 150 members that gather "in seminar groups, at forums, and task force meetings to discuss and research cutting-edge ethical issues." (Dartmouth.edu). They are committed to teaching moral values and use these sessions to develop courses and organize conferences for future development. (www.dartmouth.edu)

SAMPLE SYLLABI

The purpose of embedding ethics throughout the curriculum is to create an approach that allows instructors to “seamlessly move from theory to practice” in order to help students develop moral consciousness. This approach helps eliminate the compartmentalization of ethics education and incorporate it into the full educational experience. It is meant to preserve the integrity of existing curriculum as well as enhance the overall quality of course content. (Boylan & Donahue, 2003).

Once faculty members commit to making ethics permeate throughout the core courses, the next step is to incorporate the concepts into syllabi. Students need to see that ethical issues will be discussed right along side business theories and strategies.

The following examples from several disciplines within the School of Business & Technology show suggested formats for faculty members to consider when constructing syllabi. You will note that the Mission Statement for the SB&T is included at the beginning of the Course Outcome Objectives on each sample. Additional comments are added throughout the syllabi relating to critical thinking skills in ethical dilemmas, decision-making skills, and interactions on a professional level. The Mission Statement and additional comments on ethics and social responsibility are highlighted for the purpose of illustration in this project.

Recommendations from this project will include faculty seminars to allow instructors time to collaborate and create syllabi.

SAMPLE SYLLABUS for FINANCIAL MANAGEMENT

Instructor: Robert Hoffman

Phone #: x6715

**Office Hrs: Posted weekly on WebCT
and by appointment**

Office: T3141

e-mail: rhoffman@css.edu

Texts

- (1) **Financial Management: Principles and Practices 4th edition** by Timothy Gallagher and Joseph Andrew. This book is available, for free, at the web site <http://www.freeloadpress.com/>. I will also put the relevant chapters from the text on WebCT. There are various supplements also available; assignments will be drawn from these supplements.
- (2) **Understanding Financial Statements (8th edition)** by Lyn Fraser and Aileen Ormiston (this text will be used in Advanced Financial Management)

Financial Calculator Required

Most of the quizzes and problem sets will have questions that you must use a financial calculator to answer. There are two financial calculators that are acceptable.

- (1) Texas Instruments BAI Plus
- (2) Hewlett Packard 10B
- (3)

I recommend getting the Texas Instruments BAI Plus; it is a bit easier to use and is also one that I am more familiar with.

Course Description

This course builds upon material developed in Principles of Financial Accounting, showing how managers use financial information to evaluate the health of the company, ***to use critical thinking skills in make ethical decisions***, and to evaluate the decisions made. This course is required for Management majors and Accounting majors and is required for the Finance minor. This course is tied very closely to Advanced Financial Management—many of the tools developed in this class will be used in Advanced Financial Management to analyze the financial statements of various corporations. Advanced Financial Management is a course where we apply the concepts we develop in this class.

Course Objectives

“We develop leaders who embody the values of the School of Business & Technology and demonstrate consistently the highest levels of ethical decision-making, social responsibility, global awareness and professional excellence.” (School of Business & Technology Mission Statement)

CATEGORY ONE: UNDERSTANDING BASIC CONCEPTS AND TERMINOLOGY

In studying Finance, there are key concepts that you need to understand and there are key terms that have a specific meaning. In order to do well in finance you need to understand the key concepts and key terms.

Objectives connected to this category: being able to define and explain the meaning of key terms; being able to explain the key concepts introduced in this class.

CATEGORY TWO: DEVELOPING TECHNICAL SKILLS

In this course, and in many other finance courses, we will be using financial calculators and we will be using Excel. It is important that you have a mastery of the financial calculator and that you are proficient in using Excel.

Objectives connected to this category: being able to use a financial calculator to solve a variety of problems; being able to work with Excel files; being able to run Excel programs.

CATEGORY THREE: UNDERSTANDING THE TIME VALUE OF MONEY

We will be spending much time understanding the ideas behind the time value of money, setting up formulas, understanding why the formulas make sense, and using the financial calculator to come up with solutions to various problems.

The time value of money is an important concept because we need to understand it in order to:

- (a) Understand how we value assets and liabilities
- (b) Determine whether an investment project adds to the wealth of shareholders.
- (c) Determine the return on projects.
- (d) Determine the cost of borrowing.

Objectives connected to this category: being able to set up formulas, being able to explain why the formulas make sense; being able to come up with numerical solutions; being able to explain why the results make sense.

CATEGORY FOUR: UNDERSTANDING HOW FINANCIAL STATEMENTS ARE CONSTRUCTED AND HOW THEY ARE USED BY MANAGERS

In Principles of Financial Accounting you spent much time going over how financial statements are constructed. We will review the financial statements—especially how the statement of cash flows is constructed. While I want to make certain you understand how the financial statements are constructed, of more importance in this course is understanding how managers use financial statements to analyze companies.

Objectives connected to this category: being able to construct a statement of cash flows; being able to explain what income statements, balance sheets, and cash flow statements reveal; being able to explain the connection between the three financial statements.

CATEGORY FIVE: UNDERSTANDING HOW RATIO ANALYSIS IS USED TO ANALYZE THE HEALTH OF A COMPANY

In trying to make sense of a firm's financial statements it is useful to look at some key ratios and compare the ratios over time and to look at how the ratio of one firm compares to other firms in its industry. Ratios are used both internally—by managers in evaluating the performance of divisions—and externally—by bond rating agencies and lenders.

Objectives connected to this category: being able to construct various ratios; being able to interpret what the ratios represent; being able to understand how ratio analysis is used both internally and externally.

CATEGORY SIX: UNDERSTANDING HOW MANAGERS MANAGE A FIRM'S WORKING CAPITAL

Managers have to make decisions about how much inventories to hold, how much trade credit the firm should extend, and how much trade credit the firm should acquire. In making this decision the firm is making trade-offs: trying to minimize the amount of cash tied up in the operations of the business while at the same time having sufficient cash flows to avoid liquidity crises, and having sufficient inventory to satisfy the demands of consumers.

Objectives connected to this category: being able to analyze the different strategies firm managers use in managing working capital; being able to understand the trade-offs that firms face; being able to explain the different strategies firms have used in managing working capital.

CATEGORY SEVEN: UNDERSTANDING THE FACTORS MANAGERS CONSIDER IN MAKING FINANCING DECISIONS

Managers must make decisions about whether to rely upon debt or equity, when to pay out dividends, and whether and when to repurchase outstanding shares of the

company. In making these decisions the managers must balance risk against return, must make *socially responsible decisions* about whether the firm can use cash better than its shareholders can, and whether the shares of the company are undervalued.

Shareholders are interested in whether managers are pursuing the interests of managers or the interests of shareholders. In making financing decisions and in making decisions about whether to pay out dividends or buy back outstanding shares, shareholders are interested in how such actions will affect the actions of managers.

Objectives connected to this category: being able to *understand the ethical implications* of the benefits and costs to shareholders of changing the mix of debt and equity; being able to understand different perspectives on whether a firm's dividend policy or stock repurchases affects shareholders; being able to understand the principal-agent problem and how it affects the decision to pay dividends or buy back outstanding shares of the firm's stock.

CATEGORY EIGHT: UNDERSTANDING HOW MANAGERS MAKE CAPITAL BUDGETING DECISIONS

Capital budgeting refers to a firm's long-term investment decisions. Firms must estimate the net cash flows generated by an investment and must determine whether the investment will increase the wealth of shareholders.

Objectives connected to this category: being able to understand the different methods used to determine whether an investment is desirable; being able to understand why the NPV (net present value) method is the best method to use; being able to understand the value of the other methods used; being able to understand the weighted cost of capital.

CATEGORY NINE: UNDERSTANDING HOW MANAGERS MANAGE RISK AND UNDERSTANDING WHETHER THEY SHOULD

Firms face a variety of risks and most firms devote valuable resources—the time of its managers—to the task of managing risk. Many economists believe that shareholders do not need managers to manage risk on the behalf of shareholders. If this argument is correct then a crucial issue is why managers are doing something that is not necessary and that imposes a cost upon shareholders.

Objectives connected to this category: being able to understand the different risks a firm faces; being able to understand the distinction between risk that can be diversified away and risk that cannot be diversified away; being able to understand the actions managers take to reduce risk; being able to understand the argument that it is not necessary for managers to engage in risk management on behalf of the shareholders; being able to *critically analyze the ethical dilemma* of why shareholders would allow managers to engage in actions that benefit managers but hurt the well-being of shareholders.



The College of
St. Scholastica

CIS 2085

Programming I w/Java

Fall 2008

SAMPLE SYLLABUS FOR PROGRAMMING I W/JAVA

Course Information

Description: An introduction to object-oriented programming using the Java language, a cross-platform Internet programming language. The course examines the nature of programming and its use in solving problems. Students learn to read and write programs using standard programming structures, including input/output, control statements, loops and methods.

Credits: 4 credits

Meetings: Section 1: MWF (8:00 – 9:05) in Tower 2420

Instructor Information

Instructor: Diana Johnson
Office: Tower 3415
Phone: 218-723-5917
E-mail: *Diana Johnson* (on-campus) / *djohnson@css.edu* (from off-campus)
Web page: <http://courses.css.edu>
Office Hours: MWF 9:15am-10:15am (I am in the WebCT chat room and in my office at this time)
- Other hours by appointment

Required Materials

Required Texts:
Malik, D. S. (2008). *Java programming: From problem analysis to program design (3rd ed.)*. Boston: Thomson Course Technology. ISBN# 1-4239-0135-5
Mayfield, B. (2006). *Java programming: From problem analysis to program design lab manual (2nd ed.)*. Boston: Thomson Course Technology. ISBN# 0-619-21761-8

School of Business & Technology's Mission

The College of St. Scholastica's School of Business & Technology's mission is:

We develop leaders who embody the values of the School of Business & Technology and demonstrate consistently the highest levels of ethical decision-making, social responsibility, global awareness, and professional excellence.

In organizations, computer programmers have an immense power and responsibility. Programmers are entrusted with access to the organization's information systems and data. Programmers have the skills and access to be able to modify these systems and data.

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

- Identify the reasons organizations are **concerned with the ethical foundation** of their computer programmers and technical employees. *Course outcomes:* 1, 2, 3.
- Identify the power and responsibility that computer programmers have within an organization. *Course outcomes:* 1, 2, 3.
- Identify Association for Computing Machinery's **code of ethics and articulate how the code applies** to the programming profession. *Course outcomes:* 1.

Course Outcomes

be able to:

1. Accurately communicate using basic computer terminology, articulate basic computer hardware functions as they relate to software and programming. *Assessments:* exams, labs, assignments, articles.
2. Articulate the basic features and aesthetics of object-oriented design and understand the implications of this methodology. *Assessments:* exams, labs, assignments.
3. Identify the characteristics of an aesthetically pleasing program and communicate the appreciation to others. *Assessment:* labs.
4. Demonstrate proficiency in fundamental Java programming concepts, such as: objects, constants & variables, value assignment, expressions, increment & decrement, and input & output operations. *Assessments:* exams, labs, assignments.
5. Demonstrate a developed ability to construct problem algorithms using control constructs and various methods of iteration. *Assessments:* exams, labs, assignments.
6. Utilize logical conditions to create simple and complex Java program control constructs in program code. *Assessments:* exams, labs, assignments.
7. Utilize simple and complex Java iteration constructs in program code. *Assessments:* exams, labs, assignments.
8. Utilize programmer-designed methods as well as built-in class libraries in program code. *Assessments:* exams, labs, assignments.
9. Utilize parameter passing techniques in program code. *Assessments:* exams, labs, assignments.
10. Utilize single and multi-dimensional arrays in program code. *Assessments:* exams, labs, assignments.

Assessment

This course attempts to apply the following definitions to the letter grades assigned at the end of the course:

- A = Excellent (superior mastery)
- B = Very Good (thorough mastery)
- C = Average (acceptable mastery)
- D = Below Average (incomplete mastery)
- F = Fail (non-mastery)

Remember: CIS majors must attain a grade of "C" or better on all required CIS courses including this one.

Points:

Exams – 3 @ 100 pts.	300
Final Exam	100
Labs – 12 @ 5 pts.	60
Assignments – 7 @ 20 pts.	140
Journal Articles 2 @ 10 pts.	20
Total Pts.	620

Grades:

96-100	A	73-77	C
93-95	A-	70-72	C-
90-92	B+	68-69	D+
85-89	B	63-67	D
82-84	B-	60-62	D-
78-81	C+	0-59	F

Benedictine Liberal Arts Education - Analytical Reasoning (V)

College Outcome: Ways of Knowing

Articulate a critical response to creative works.

To the technology world, a well written, well-documented, aesthetically pleasing program is a work of art and an expression of creativity. It takes time, skill, experience, and creativity to create a program that is a work of art. Throughout the semester students learn to identify the characteristics of an aesthetically pleasing program. Students create their programs and then present them to the class to be critiqued.

Course outcomes: 1, 2, 3.

College Outcome: Effective Communication

Communicate interpersonally, publicly, in oral, written and other ways.

Demonstrate respect and understanding of differing points of view.

Most software development projects are done in a collaborative environment and it is important that computer programmers are able to communicate and respect other's views. Students will develop software projects while working in pairs and will present these projects to the class both verbally and electronically. *Course outcomes:* 1, 2, 3.

Pathway V. Analytical Reasoning

Examine problems by reducing them into their constituent elements.

Develop the ability and language to recognize and describe the patterns of relationship among elements of a problem.

Employ those abilities to solve a variety of problems and effectively communicate the solution processes to others.

Students will be given projects (both team and individual) in which they analyze and create programming solutions. Students use a step-by-step process to create a solution, test their solutions, and then present them to the class. *Course outcomes:* 4, 5, 6, 7, 8, 9, 10.

The "Legal" Section

ATTENDANCE

- ❖ Not all class learning is/can be evaluated by an exam. Your interaction with both your instructor and other students during class is critical to both your learning and to your growth as a professional.
- ❖ The instructor takes attendance each class period and records it in WebCT. This is both for your information and the instructor's. This course is a rigorous course and each class session builds on what was learned in the previous session so attendance is extremely important.
- ❖ Students will be responsible for all material covered in the class (including syllabus changes) whether or not they are present.

LATE and MAKE-UP WORK

- ❖ All assignments are due as announced and exams are given on the days announced.
- ❖ No late assignments will be accepted and no make-up exams will be given.
- ❖ Personal emergencies will be handled on an individual basis. If absent for a verifiable emergency, you must contact the instructor before the next class meeting.

INCOMPLETES

- ❖ Incompletes will be granted only in rare circumstances where a student can demonstrate an extreme situation which necessitates it.
- ❖ A low class average is not in itself an adequate reason to grant an incomplete.

ACADEMIC (DIS)HONESTY POLICY

- ❖ Academic honesty ***directly concerns ethical behaviors*** which affect both the academic environment and the civic community. Plagiarism and other academic dishonesty, including falsification of data, will result, at a minimum, in failure of the assignment involved, and may result in failure of the course. These failures may lead to academic probation. Repeated or especially serious plagiarism or fraud are grounds for dismissal.
- ❖ The CSS Academic Honesty Policy found in the Student Handbook is strictly applied. If a student has questions about the policy, it is her/his responsibility to discuss them with the instructor.

STUDENTS WITH DISABILITIES

- ❖ Students with disabilities, physical or learning are entitled to appropriate accommodations. It is the student's responsibility to notify the Disability Resource Center far enough in advance to allow a reasonable amount of time to approve of and provide the accommodation. Students who are taking courses on campus or in a distance format must contact the Coordinator for Students with Disabilities at 218-723-6645 to make such arrangements.

Teaching should be such that what is offered is perceived as

a valuable gift and not as hard duty. — Albert Einstein

SAMPLE SYLLABUS for PRINCIPLES OF MANAGEMENT

Instructor: David Surges

E-Mail: Dsurges@css.edu

Text: Kinicki & Roberts (2008) *Management, A Practical Introduction*,
Third Edition. McGraw-Hill. ISBN 978-0-353019-2

COURSE DESCRIPTION:

Introduction to the process of Management. Principles covered include the evolution of organization and management theories. The environment for the students will be one of skill development as we go through the four main functions of a manager: Planning, Organizing, Leading and Controlling. In addition to learning and applying new skills, the students will learn how to think critically and apply the theories to current events and ethical dilemmas that managers are currently facing.

COURSE OUTCOME OBJECTIVES:

"We develop leaders who embody the values of the School of Business & Technology and demonstrate consistently the highest levels of ethical decision-making, social responsibility, global awareness, and professional excellence." (School of Business & Technology Mission Statement)

The learning objectives of this course center on students learning to use the four management functions: Planning, Organizing, Leading and Controlling. Students must become familiar with how management fundamentals are integrated to create and manage competitive organizations. At the end of the course, students should have a clearer picture of themselves, and how they will interact with other people in an ethical manner within an organizational setting.

HOW THIS COURSE FITS WITHIN THE MANAGEMENT PROGRAM:

This is the introductory course to the principles of management. Students will be introduced to the practical theories of management, and how they are applied in contemporary organizations. They will learn that management is a looping process that has neither beginning nor ending. The functions of Planning, Organizing, Leading and Controlling are both independent, and yet interdependent with each other. Students will be able to apply the skills they learn in this class to their personal goals as well as the overall goals of the Management Program. Listed below are some examples:

1. *Management Graduates will be able to integrate management theory and practice.* Students will learn how management is practiced in contemporary organizations and be able to analyze and discuss the probable reasons for successes or failures in these organizations.

2. *Management Graduates will have oral and written communication skills.* Students will be spending a great deal of time interacting with other students. After completing some self-assessment exercises, they will appreciate the differences among individuals, and be able to communicate more effectively with them in a team environment. A term project and various assignments will be assigned and evaluated according to appropriate grammar, sentence structure, and style.
3. *Management Graduates will be able to solve problems.* Students will learn to assess situations and apply an appropriate style to solving problems and conflicts. They will be able to use critical thinking skills to solve ethical dilemmas in their personal and professional lives.
4. *Management Graduates will demonstrate skillful use of technology.* Students will have to do basic research both in the library and on the Internet. Assessment exercises can be interactively completed on a computer.

METHODOLOGIES: Classes will be a blend of discussion, small group interactions, lectures, videos and reflection assignments. There will be several Independent Study work assignments and a Final Research Project, which will be presented in both oral and written form at the end of this session.

CRITERIA FOR GRADING: Evaluation will consist of the following components:

Class Participation	20%
Assignments	10%
2 Unit Exams	10%
Group Research Project	10%
Individual Research Project:	
Oral Presentation	10%
Written Report	10%
Quick Guide of Management Theories	10%
Final Paper	<u>20%</u>
TOTAL	100%

Late Assignments: Assignments will be accepted after the due date at half credit for the work performed.

Grading Scale:

96-100	A	75-77	C
90-95	A-	70-74	C-
88-89	B+	68-69	D+
85-87	B	65-67	D
80-84	B-	60-64	D-
78-79	C+	<59	F

General Policies:

Honesty:

The CSS academic honesty policy is strictly applied. If a student has questions about the policy, it is her/his responsibility to discuss it with the instructor.

Disabilities:

Students with disabilities, physical or learning, are entitled to appropriate accommodations. It is the student's responsibility to notify the College far enough in advance to allow a reasonable amount of time to approve of and provide the accommodation. Contact the Access Center at phone 6552 in T2150.

Attendance:

Students will be responsible for all material covered in class (including syllabus changes) whether or not they are present. *Good management communication skills include notifying the instructor (manager or co-worker) in advance via e-mail.*

According to CSS Policy: Incompletes will be considered as an option with the program director under the following circumstances: (a) an emergency prevents you from completing the course by the end of the semester, and (b) you personally request the incomplete by the week before finals, and (c) 75% of the course work has been completed. An incomplete will not be given to prevent you from receiving a failing grade in the course.

If your situation is deemed one in which it is appropriate to assign an incomplete, you and your instructor may complete and sign a contract indicating (a) the deadline by which the work must be submitted and (b) the default grade (typically an F) if the work is not completed by expiration of the deadline.

If you complete your work by the deadline, it will be graded and you will be assigned your earned final grade for the course using a grade change form. If you do not complete your work by the deadline, the default grade will replace the incomplete; upon graduation, any remaining incompletes will be converted to the default grades.

SAMPLE SYLLABUS for PRINCIPLES OF MARKETING

Instructor: Kathy Modin
E-mail: kmodin@css.edu
Text: Contemporary Marketing 13e, Boone and Kurtz

Purpose of the Course

This is a required course for all management majors, and serves as a prerequisite for several marketing courses that are in the upper-division area of the management curriculum. It is recommended as an elective for many majors related to management. The focus of the course tends to broaden to encompass disciplines other than management. There are no prerequisites for this course, although an understanding of business in general is helpful to students. Because we are all subject to targeted marketing every day, most people already have insight into the effects of marketing.

Principles of Marketing is designed to give students an initial exposure to the major areas of study and the concepts practiced in marketing activities, and a look at how those areas can be placed into a plan to reach strategic objectives for the firm. The course will demonstrate the importance of ethical marketing practices to the success of the organization, and will emphasize the need for accurate and dynamic products, strategy and communications.

Objectives of the Course

“We develop leaders who embody the values of the School of Business & Technology and demonstrate consistently the highest levels of ethical decision-making, social responsibility, global awareness, and professional excellence.” (School of Business & Technology Mission Statement)

- Students should be able to recognize a good marketing program and be able to critically evaluate a basic plan for a situation, looking for the presence of essential elements in the plan.
- One objective is to instill in students the relationship of marketing to all other departments in an organization, and the relationship of marketing objectives to the firm’s overall goals and the path it desires to take in its respective marketplace.
- Also, students will be exposed to the fundamental marketing activities by using analytical skills in ethical decision making regarding strategic market planning, pricing strategies, marketing communications through promotional activities, and making products available to the right customers in the appropriate fashion at the
- In addition to the above, it is an objective to establish the knowledge in students to develop a working vocabulary that accurately conveys to others the marketing situation and marketing solutions to problems and opportunities in the marketplace.
- Marketers should be ethically and sociably responsible; the course puts the marketing topics into a dynamic framework of principles that are based on truthful and accurate matching of customer needs and product benefits.

Course Format

Because this is a course fundamental to all other marketing courses, presentations of the important terms, concepts, theories and applications will usually be followed by interactive sessions between student and instructor to instill those terms and concepts in students' minds. The course also will include assignments that require students to use the Internet to acquire information to answer questions tied to the textbook content.

Grading System:

In-Class Participation	14%
Online Discussion Participation	14%
Internet Projects	14%
Current Marketing Events Portfolio	8%
Terminology Quiz (4)	20%
Marketing Plan: Written	15%
Marketing Plan: Oral	<u>15%</u>
TOTAL	100%

Grading Scale:

96-100	A	75-77	C
90-95	A-	70-74	C-
88-89	B+	68-69	D+
85-87	B	65-67	D
80-84	B-	60-64	D-
78-79	C+	<59	F

General Policies:

Honesty:

The CSS academic honesty policy is strictly applied. If a student has questions about the policy, it is her/his responsibility to discuss it with the instructor.

Disabilities:

Students with disabilities, physical or learning, are entitled to appropriate accommodations. It is the student's responsibility to notify the College far enough in advance to allow a reasonable amount of time to approve of and provide the accommodation. Contact the Access Center at phone 6552 in T2150.

Attendance:

Students will be responsible for all material covered in class (including syllabus changes) whether or not they are present. *Good Marketing Communication Skills include notifying the instructor (manager or co-worker) in advance via e-mail.*

According to CSS Policy: Incompletes will be considered as an option with the program director under the following circumstances: (a) an emergency prevents you from completing the course by the end of the semester, and (b) you personally request the incomplete by the week before finals, and (c) 75% of the course work has been completed. An incomplete will not be given to prevent you from receiving a failing grade in the course.

If your situation is deemed one in which it is appropriate to assign an incomplete, you and your instructor may complete and sign a contract indicating (a) the deadline by which the work must be submitted and (b) the default grade (typically an F) if the work is not completed by expiration of the deadline.

If you complete your work by the deadline, it will be graded and you will be assigned your earned final grade for the course using a grade change form. If you do not complete your work by the deadline, the default grade will replace the incomplete; upon graduation, any remaining incompletes will be converted to the default grades.

INTERNET RESOURCE WEBSITES FOR CASE STUDIES

<https://ebooks.primisonline.com/eBookstore/index.jsp>

Customized cases through McGraw-Hill - PRIMIS database: Professors can create their unique custom eBook or printed text online. With Primis Online you can select, view, review your table-of-contents, fill out your custom cover and shipping information, and then have the opportunity to approve a complimentary sample book. Once you have approved your sample eBook or printed book and the order is processed, your students can purchase them – either through McGraw-Hill's Primis eBookstore or your local campus bookstore. (PRIMIS.com)

<http://www.scu.edu/ethics/dialogue/candc/cases/business-scenarios.html>

Markkula Center for Applied Ethics: Several short scenarios on business ethical dilemmas. The views on this site are the author's. The MCAE does not advocate particular positions, but seeks to encourage dialogue on the ethical dimensions of current issues. (MCAE website)

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

Markkula Center for Applied Ethics: Articles, cases, and links on corporate governance, organizational ethics, creating an ethical culture, and global business ethics from the Markkula Center for Applied Ethics at Santa Clara University. Center staff and scholars work with executives from major companies to analyze real-world ethical issues in business and to develop innovative tools and programs to address them.

<http://www.ethicsandbusiness.org/cases.htm>

Loyola Marymount University, Los Angeles, CA: The Center for Ethics and Business aims to provide an environment for discussing issues related to the necessity, difficulty, costs and rewards of conducting business ethically. Recognizing the special challenges connected with discussing ethical issues in a diverse global economy, the Center encourages a secular and philosophical approach to these matters.

<http://www.businessethics.ca/cases/index.html>

BusinessEthics.ca: The Canadian resource for Business Ethics!

<http://www.rit.edu/cla/ethics/resources/cases/newton/dgae2p1.html>

Hale Chair in Applied Ethics: *Site contains a variety of case studies by Lisa Newton.

<http://www.luc.edu/ethics/eac.shtml>

Loyola University Chicago, Chicago, IL: Articles and suggestions for activities for faculty and students such as Ethics Competitions and Ethics Outreach programs.

<http://itt.edu/departments/csep>

Illinois Institute of Technology, Chicago, IL: The Center for the Study of Ethics in the Professions (CSEP) provides Ethics Resources Online – guides and sources for case studies.

Internet Web addresses change frequently. If you don't find the exact site listed, you may need to access the organization's home page and search from there.

SUGGESTIONS FOR ALTERNATIVE ACTIVITIES OUTSIDE THE CLASSROOM

- The College of St. Scholastica Community Day Activities promote a level of critical thinking skills in social responsibility
- “Ethics Bowl” competition directed by the Association for Professional and Practical Ethics (Boylan & Donahue) page 148
- Essay Competitions on ethical case studies (need for publicity, cash prize to enhance student interest, offer workshops to hone writing skills in case study evaluations)
- Attend Special Speaker Series (community and/or alumni speakers) aimed at undergraduates – with ample time to interact with speaker
- Conferences for undergrads to present papers and discussions on ethical topics
- Act locally: work on local concerns to help students learn the effects of sustainable business practices
- Student ventures: Launch a social entrepreneurial business to generate enough profit to assist in a social cause
- Living Case Studies: Have students develop ethical case studies for future classes
- Lunchtime Talks – host special topic discussions and have everyone bring a bag lunch

***“Every single social and global issue of our day
is a business opportunity in disguise.” ~ Peter Drucker ~***

RECOMMENDATIONS

- 1) The first recommendation for embedding ethics throughout the SB&T curriculum is to continuously use CSS Alumni as resources for enhancing classroom discussions and teaching techniques.
 - Invite recent alumni as guest speakers in all core courses. These current business leaders will be able to share ethical challenges in the real world. Many of their experiences could be presented as real-life cases for students. Groups would use critical thinking skills in ethical decision making to solve the dilemmas.
 - Faculty members should also request feedback from alumni regarding “what they wish they would have learned in college.” These suggestions can be invaluable in preparing students for the ethical challenges they will soon face

- 2) The second recommendation would be to implement a Three-phase Strategy Approach over the next two academic school years. It is also strongly suggested that the following workshops be made **available for interested faculty members and not forced on others** that may be skeptical.

Three-phase Strategy Approach

- **Phase One** would consist of three (3) faculty workshops throughout the 2008-09 school year for the purpose of redesigning course syllabi and creating ethical case studies for respective disciplines. These workshops **should allow maximum breakout time** for individual disciplines to talk and share ideas. The workshops **should not include any other departmental business**. It is imperative to keep “ethics” in the forefront and to build camaraderie among fellow instructors. The first workshop should be presented at the beginning of the school year and would include 1) hosting a one-day workshop and 2) providing a service such as PRIMIS to create relative case studies for each discipline in the School of Business & Technology. The second workshop should be offered at the beginning of the second semester to “energize” faculty members and to share experiences and encourage other faculty members to join the cause. A final workshop should be held at the end of the school year to evaluate the methods and results, and to make suggestions for the following year. An in-depth description of these three workshops is presented below.
- **Phase Two** would begin during the second faculty workshop discussed in Phase One. Faculty members should develop a required ethics course for sophomores that would be included in the course schedule for the 2009 fall semester. This course would give students an introduction to ethical concepts and terminology

relevant to all of the core courses in SB&T including economics, computer science, marketing, accounting, etc. The design could be similar to the 2-credit Social Responsibility course developed by Dr. Robert Hoffman for the fall of 2008. Feedback surveys from students, who have taken PHL3354 - Management Ethics support this recommendation. The surveys indicate a strong feeling that it should be a required course for all CSS students.

- **Phase Three** would incorporate Ethics Competitions for students and Professional Workshops for faculty and should be discussed during the final workshop in Phase One for implementation the fall of 2009. Specific ideas for Ethics Competitions were presented earlier in this project under “Methods that Work: University of St. Thomas” Step 3: “**consolidation**” in Dr. Goodpaster’s “Core Curriculum. Hopefully, this phase would be implemented by the newly hired Arend Sandbulte Chair in Management and Ethics.

PHASE ONE SAMPLE AGENDAS

Phase One Initial Faculty Workshop – Fall 2008: The purpose of this workshop is to encourage faculty members to commit to making ethics permeate throughout the core courses. A sample agenda for this session would include:

- Icebreaker Group Exercise – sample ethical dilemma
- Overview of this Research Project and Sample Syllabi
- Breakout time to work on Individual Syllabi
- Mid-morning Break
- Breakout Group Discussions – members in each discipline exchange ideas on wording objectives, etc.
- Lunch
- Overview of Internet Website for Case Studies
- Demonstration of PRIMIS technology
- Breakout Group Discussions – members in each discipline explore ethical cases from McGraw-Hill textbooks (sample texts provided)
- Afternoon Break
- Breakout time to work on Individual PRIMIS Textbooks*
- Overview of Alternative Activities for Outside the Classroom
- Wrap-up and Evaluation of Workshop

* Need computer internet access for each faculty member

(A sample copy of a PRIMIS Textbook is included in this project)

Each faculty member should leave this workshop with a great sample syllabus to use as a guide for other courses, a better knowledge of internet resources available for ethical case studies, ideas for activities outside the classroom and the anticipation of the arrival of a complimentary personal case study text to use during Spring Semester.

Phase One Mid-year faculty “energizer” workshop - Winter 2009: The purpose of this workshop is to share methods and case studies that worked and explore ways to improve the methods that did not work. Members of the faculty who may have been skeptical at first might be encouraged to experiment with ideas presented. For this session, **each faculty member should bring a specific example of an exercise that worked well.** This session should also include developing the required Sophomore Ethics Class described in Phase Two above. (This course would give students an introduction to ethical concepts and terminology relevant to all of the core courses in SB&T including economics, computer science, marketing, accounting, etc. The design could be similar to the 2-credit Social Responsibility course developed by Dr. Robert Hoffman for the fall of 2008.)

A sample agenda would include:

- Opening Skit – example from a classroom exercise
- Breakout Group Discussions – members in each discipline share with each other examples of exercised used in classrooms: Choose 1 or 2 methods that worked to share with large group members; Explore ways to improve the methods that did not work well
- Mid-morning Break
- Overview of Methods that worked well – sharing from all disciplines
- Lunch
- Presentation of proposed “required Sophomore Ethics Class” draft
- Breakout Group Discussions – members in each discipline evaluate draft and make suggestions for course objectives that relate to respective disciplines
- Afternoon Break
- Overview of suggestions for design of required Sophomore Ethics Class
- Wrap-up and Evaluation

Faculty members should leave this workshop “energized” with new ideas for improving classroom methods. SB&T should have a design for a new required sophomore Ethic Class to implement the fall of 2009.

End-of-year faculty workshop - Spring 2009: The purpose of this workshop is to evaluate the progress of embedding ethics across the curriculum. Depending on the experiences of the faculty, this would be the time to pursue ideas for additional faculty development such as those presented in the “Methods That Work” section: Marymount University’s Faculty Ethics Seminar and Loyola University’s Fellows’ Seminar. Other topics to explore are advanced student activities, such as Ethics Bowls and Competitions. If schedules permit, it is recommended that the newly hired Arend Sandbulte Chair in Management and Ethics attend this workshop to meet SB&T faculty members and to **listen** to their experiences and suggestions. It is important for the Chairperson to assess the commitment of the SB&T **before** proposing new ideas or trying to give direction.

3) The third recommendation for embedding ethics throughout the SB&T curriculum is to continue the Corporate Social Responsibility (CSR) Initiative that was implemented the fall of 2007. As students work with community leaders regarding “real world” issues in corporate life, they will become more aware of the relationship between social responsibility and ethical implications in decision making. Furthermore, corporations in our community will have the opportunity to experience first hand the integrity of the School of Business & Technology and the commitment of our students. This interaction may result in future Management Internships for CSS students, an area in which SB&T is trying to improve.

4) The fourth recommendation is to utilize the SB&T Library Liaison, currently Julie Rustad, as an expert consultant for World Wide Web resources. Her knowledge and experience would be beneficial for faculty members who do not have the time or expertise in internet searches. The Library Liaison could provide departmental information on a timely basis as well as faculty training sessions for instructors that are interested in conducting their own search for ethical cases and resources for classroom activities.

In today’s world of “grey” instead of “black and white,” students need to have a firm ethical foundation to build upon. The School of Business & Technology has created a Mission Statement that commits its faculty members to develop professional ethical leaders for our world. The recommendations in this proposal are designed to assist the SB&T instructors in keeping that commitment!

REFERENCES

- Alsop, R. (2003). Business Ethics: Right and Wrong, *Wall Street Journal*, Interview with T.C. Pauchant, September 17th.
- Bakke, Dennis. (2008). 2008 Ethics & Social Responsibility Dialog Series Video Conference, May 16th.
- Bisoux, Tricia. (2008). The Socially Responsible Curriculum, *BizEd*, July/August 2008.
- Boylan, M. & Donahue, J. (2003) Ethics across the Curriculum: A Practiced-based Approach, Lexington Books
- Cooperrider, David. (2008). Sustainable Innovation, *BizEd*, July/August 2008.
- Des Dearlove. (2006). Money Scandals Focus Minds on Need for Ethics, *The Times Online*, January 19th.
- Fleishmann, S. (2003). Embedding Ethics into an Engineering Curriculum, *Frontiers in Education*, November 2003.
- Gentile, Mary C. (2008). Voicing Values, Finding Answers, *BizEd*, July/August 2008
- Goodpaster, Kenneth. (2007) Conscience and Corporate Culture, Blackwell Publishing Ltd.