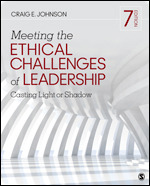


1. Virtual Campus

**SCHOOL OF EDUCATION**

1. **University Mission:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.
2. **Course Number and Title: EDUC5386 Ethical Decision-Making**
3. **Fall 1 2020 VC**
4. Professor: Linda Hutcherson-Beckel, Ed.D.
5. Phone: (806) 336-5015-Cell Email: [lindah@wbu.edu](mailto:lindah@wbu.edu)
6. Online
7. **Prerequisites**: Graduate Admission.
8. **Catalog Description:** **EDUC 5386 Ethical Decision-Making** - Leaders and managers at the mid to upper level encounter ethical issues with greater complexity due to their position within the organization. Ethical issues and subsequent decisions to resolve vexing moral problems is considered a dynamic and interrelated process; not a simple linear progression. Knowledge that positional location within an organization necessitates a comprehensive assessment of how ethical issues intersect and overlap. Research relative to cognitive and emotional competence to identify and handle increasingly complex ethical issues.
9. **Textbook:**



1. Meeting the Ethical Challenges of Leadership  
   ISBN-13:  978-1506321639
2. Publisher:  Sage  
   Copyright:  2020 7th Edition
3. **Course Outcome Competencies and Course Requirements:**

The course provides the student with knowledge and skills for *Meeting the* *Ethical Challenges of Leadership.* These are:

*Leading as filling a role.* Viewing leadership as a role means that anyone can serve as a leader. Moving into the leadership role means taking on a new set of responsibilities, including mastering unique ethical dilemmas. Leaders must wrestle with questions related to power, privilege, information, consistency, loyalty, and accountability.

*High stakes.* Leaders have a significant impact upon the lives of followers, for good or ill. That's why I've chosen casting light or shadow as the central metaphor of the book.

*Significance of followers*. Followers, who are growing in power and influence, face their own set of ethical challenges. In recognition of that fact, each chapter of the text includes a feature titled “Focus on Follower Ethics.”

*Ethical leadership as moral behavior and moral influence.* Ethical leaders must set a moral example, maintaining high personal ethical standards. At the same time, they are responsible for the behavior of others, which means that they must encourage followers to behave morally.

*Choice*. How leaders respond to their ethical challenges will determine if they cast light or shadow. They must acknowledge the “dark side” of leadership and choose to pursue good rather than evil.

*Head and heart*. Good ethical choices and actions are the product of both reason and emotion. Sound moral reasoning needs to be combined with sensitivity to intuition and moral feelings; emotions are powerful motivators for following through on ethical decisions.

*Prescriptive and Descriptive*. The content of the book is both prescriptive and descriptive. The ultimate goal of the text is prescriptive—to improve moral performance. However, descriptive knowledge, such as understanding how leaders make ethical choices and shape ethical environments, is critical to reaching that objective.

*Bad apples in bad barrels.* Immoral behavior is the product of personal (“bad apples”) and situational (“bad barrels”) influences.2 To come to grips with the ethical dilemmas of leadership, readers must look both inward and outward. They need to address their motivations, character, and ethical deficiencies (lack of knowledge and experience) by learning and practicing key ethical concepts, skills, and strategies. They also need to (a) identify group, organizational, and cultural pressures that promote unethical behavior; and (b) respond to the forces of cultural diversity and crisis.

*Expanding ethical capacity.* Ethical development occurs within the larger framework of leadership development. Ethical competency, like other leadership competencies, can be expanded through study and application, helping students to act less like ethical novices and more like ethical experts.3

*Self*-*assessment*, *challenge, and support*. Identifying ethical strengths and weaknesses, encountering moral challenges, and receiving positive feedback are the keys to expanding ethical capacity. Self-assessment instruments (there are two at the end of each chapter) help readers examine and reflect upon their own behaviors. Exercises encourage them to explore ideas further, take on additional challenges, and support one another.

*Narrative*. Stories of real and fictional leaders bring ethical concepts to life, highlight ethical dilemmas, and spark discussion and reflection. To take advantage of the power of narrative, each chapter contains three cases and a summary of a feature film that raises significant ethical issues.

1. **Course Outline and Grading Structure:**

|  |  |  |
| --- | --- | --- |
| Module | **Topic** | Due Date |
| 1 | **CHAPTER 1 THE LEADERS LIGHT OR SHADOW**  **CHAPTER 2 STEPPING OUT OF THE SHADOWS** | Aug 20 |
| 2 | **CHAPTER 3 THE LEADERS CHARACTER**  **CHAPTER 4 COMBATING EVIL** | Aug 27 |
| 3 | **CHAPTER 5 GENERAL ETHICAL PERSPECTIVES**  **Chapter 6 Ethical Decision Making and Behavior** | Sept 3 |
| 4 | **CHAPTER 7 EXERCISING ETHICAL INFLUENCE**  **Midterm** | Sept 9-11 |
| 5 | **CHAPTER 8 NORMATIVE LEADERSHIP THEORIES**  **CHAPTER 9 BUILDING AN ETHICAL SMALL GROUP** | Sept 17 |
| 6 | **CHAPTER 10 CREATING AN ETHICAL ORGANIZATIONAL CLIMATE**  **CHAPTER 11 MEETING THE ETHICAL CHALLENGES OF LEADERSHIP IN A GLOBAL SOCIETY** | Sept 24 |
| 7 | **CHAPTER 12 ETHICAL CRISIS LEADERSHIP** | Oct 1 |
| 8 | **Final** | Oct 7-9 |

1. **Computation of final grade:**

Weekly Assignments and discussion boards and quizzes- 180 points

Midterm exam-50 points

Final exam-100 points

1. **University Grading System:**
   * 1. A 90-100% Cr for Credit
     2. B 80-89 % NCR No Credit
     3. C 70-79 % I Incomplete\*
     4. D 60-69 % W for withdrawal
     5. F below 60 % WP Withdrawal Passing

WF Withdrawal Failing X No grade given

## IP In Progress

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

**\***A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the **I** is converted to the grade of **F**. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

1. **Attendance requirements:**

Any student who misses 25% or more of the regularly scheduled class meetings/due dates may receive a grade of “F” in the course. You are training to be a professional. **You will never be any better leader than you are a student.** Any necessary absences are expected to be explained beforehand and arrangements made for assignments. Any unavoidable absences are expected to be explained ASAP via voice mail or email. Any unexplained absence will result in no credit for that day. The expectation is that any student training to be a professional will be prompt, prepared and an active participant in the class activities for each day.

1. **Academic Honesty:**

Wayland students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. The faculty member involved will file a record of the offense and the punishment imposed with the dean of the division, campus dean, and the provost/academic vice president. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed.

1. **PLAGIARISM:**

Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student.

When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.*

Source: [http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag](https://webmail.wbu.edu/exchweb/bin/redir.asp?URL=http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm%23plag)

1. **Disability Statement:**

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations. Students should inform the instructor of existing disabilities the first class meeting.

1. **Grade Appeal:** Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.