

The University Of Toledo

Existing Graduate Course Modification Form

* denotes required fields

Contact Person*: Michael Mallin Phone: 530-4737 (xxx - xxxx) Email: Michael.Mallin@Utoledo.edu

Present

Proposed

Supply all information asked for in this column. (Supply core, research intensive and transfer module info if applicable)

Fill in appropriate blanks only where entry differs from first column.

College*: College Business and Innovation

College: --Select a College--

Dept/Academic Unit*: Management

Dept/Academic Unit: --Select a Department--

Course Alpha/Numeric*: EMBA 6980

Course Alpha/Numeric:

Course Title: Special Topics in Business

Course Title:

Credit hours: Fixed: 3 or Variable: to

Credit Hours: Fixed: or Variable: 1 to 3

CrossListings:

CrossListings:

Insert

To add a course, type in course ID and click the Insert button.

To remove a course, select the course on left and click the Remove button.

Remove

Insert

To add a course, type in course ID and click the Insert button.

To remove a course, select the course on left and click the Remove button.

Remove

Prerequisite(s)(if longer than 50 characters, please place it in Catalog Description):

Prerequisite(s)(if longer than 50 characters, please place it in Catalog Description):

Corequisite(s)(if longer than 50 characters, please place it in Catalog Description):

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Catalog Description (only if changed) 75 words max: **Catalog Description** (only if changed) 75 words max:

Has course content changed?

Yes

No


If course content is changed, give a brief topical outline of the revised course below(less than 200 words)

Proposed effective term*: (e.g. 201140 for 2011 Fall)

File Type	View File
Syllabus	View
Syllabus	View
Attachment	View

List any course or courses to be deleted.

Effective Date: 

Effective Date: 

Comments/Notes:

Proposal to change EMBA6980 (Special Topics in Business) from a 3 fixed credit hour to a (1-3) variable credit hour course.

Rationale:

The new approved EMBA curriculum consists of 6 credit hours of special topics/electives courses that the students (cohort) may choose. These courses may be chosen in combinations of 3, 2 or 1 credit hours. Currently, the EMBA6980 course (Special Topics) is a 3 credit hour course.

Attached are syllabi examples of two of the courses that EMBA Cohort 21 have chosen. The "Detection and Prevention of Fraudulent Practices" course is a 1 credit hour course. The "Ethical Business Decisions" course is a 3 credit hour course. Another course (not attached) is a "New Product Development" course offered for 2 credit hours. The combined three courses will make up a total of 6 elective hours for the Cohort 21.

Rationale:

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Approval:

Department Curriculum Authority:

Dr. Laurence S. Fink

Date 2016/10/14



Department Chairperson:

Dr. Sonny Ariss

Date 2016/10/18



College Curriculum Authority or Chair:

Michael Mallin

Date 2016/10/18



College Dean:

Anand S. Kunnathur

Date 2016/10/18



Graduate Council:

Constance Schall (GC 11.29.2016)

Date 2016/11/29



Dean of Graduate Studies:

Amanda Bryant-Friedrich

Date 2016/12/05



Office of the Provost :

Date



print

Administrative Use Only

Effective Date:



(YYYY/MM/DD)

CIP Code:

Subsidy Taxonomy:

Program Code:

Instructional Level:

Registrar's Office Use Only

Processed in Banner on:



Processed in Banner by:

Banner Subject Code:

Banner Course Number:

Banner Term Code:

Banner Course Title:

EMBA Cohort 21
Summary of Elective Options
(select 6 total credit hours)

Course	Course Description and Objectives	Credit Hour Options
New Product Development	The course is designed to provide an understanding of how new products/services are managed in organizations and an opportunity to apply acquired business skills to real-world, new product development and innovation management challenges. The course introduces students to the new product and innovation management decisions that product managers (and/or cross-functional teams) in small and mid-size firms make and the tools they use to make these decisions. The course will take a strategic and managerial perspective in discussing how to best plan, lead, and execute the process of managing new products and services in the information age. Classes will cover a diverse mix of products, services, and companies in both ‘bricks and mortar’ and ‘clicks’ industry.	2
Processes for Ethical Business Decisions	The purpose of this course is, first, to understand our own personal core values and how these relate to our views on ethics and decision making. Reflecting on our own strengths, weaknesses, preferences, blind spots, etc. will then allow us to have a framework for asking the right questions and making sound ethical choices, rather than relying on instinct. Second, the purpose of this course is to help us understand how to assess the implications of our decisions as leaders, as our decisions affect the organization, employees, managers, shareholders, suppliers, customers and the community within which we operate. We will learn to think and to analyze the implications and effects on those impacted by decisions we make besides ourselves. We will discuss ethical pitfalls, temptations, and missteps in leadership, and we will also explore ways to impart ethical decision making on those whom we lead. In addition, growth in interpersonal skills, leadership, problem solving, and decision making skills will significantly improve our ability to resolve group conflict, negotiate ethically, and create and maintain mutually beneficial business relationships.	3

Course	Course Description and Objectives	Credit Hour Options
Prevention of Deceptive and Fraudulent Practices	<p>The objective of the course is to introduce the student to deceptive and fraudulent practices including the types, definitions, history, legal aspects, legislation, and detection and prevention of deception and fraud. A further objective is to heighten awareness and develop insights into fraud-prevention systems. Small businesses are particularly vulnerable to fraud. Owners and managers must be aware of situations that can lead to fraud in the business world. Fraud can and does happen everywhere. Audits are not always geared to detect fraud. Fraud prevention is easier and less expensive than the potential losses.</p> <p>The course will focus on the fraud triangle and the fraud diamond which will be presented on-line and discussed during the single 4 hour in-class session. Examples/case studies of actual fraudulent business practices will be presented and discussed. Students will be actively involved in discussions regarding the prevention of deceptive/fraudulent business practices.</p>	1

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(select 6 total credit hours)

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EMBA 6210
EXAMPLE 3 CREDITS
Processes for Ethical Business Decisions

The University of Toledo
January 15th, February 5th: Friday 1 -5 pm
March 12th: Saturday 1 – 5 pm and Online
ST2032

Office Hours: TBD

Professor Jenell Wittmer, Ph.D.
ST 2013

Office: 419-530-2264

Cell: 440-724-1427

Jenell.Wittmer@UToledo.Edu

UT, Department of Management
College of Business
The University of Toledo

Department phone: 419-530-2366

Department fax: 419-530-2365

Dept. office (ST 2007)

Some Useful Phone Numbers (419-530-):

Computing Help Desk -4607

Campus Police -2600

Carlson Library (ref/info) -2324

Escort Service -4292 or -2600

UT Mainframe: -7333 or 419-385-4321

Course Description: The purpose of this course is, first, to understand our own personal core values and how these relate to our views on ethics and decision making. Reflecting on our own strengths, weaknesses, preferences, blind spots, etc. will then allow us to have a framework for asking the right questions and making sound ethical choices, rather than relying on instinct. Second, the purpose of this course is to help us understand how to assess the implications of our decisions as leaders, as our decisions affect the organization, employees, managers, shareholders, suppliers, customers and the community within which we operate. We will learn to think and to analyze the implications and effects on those impacted by decisions we make besides ourselves. We will discuss ethical pitfalls, temptations, and missteps in leadership, and we will also explore ways to impart ethical decision making on those whom we lead. In addition, growth in interpersonal skills, leadership, problem solving, and decision making skills will significantly improve our ability to resolve group conflict, negotiate ethically, and create and maintain mutually beneficial business relationships.

Required Texts:

Morale Intelligence 2.0 by Lennick & Keil

The Ethical Executive by Hoyk & Hersey

All other required readings will be posted to Blackboard under the appropriate Module Content folder.

Required Assessments: Students will be required to complete the **Ethical Lens Inventory™ (ELI)** after the first week of class. This is an online assessment tool offered by EthicsGame. The ELI is a 15-20 minute online assessment tool designed to help you understand what core values influence the choices you make when no rule tells you what to do. This assessment will be the foundation for understanding our own, as well as others', approach to ethical decision making.

Required Websites: For this course, we will be using Blackboard. Blackboard can be found at <https://blackboard.utdl.edu/>. On this website, you will be able to access course materials, access your grades, access discussion forums (discussed below), and any communications or announcements about the course from myself. There are also several other new and exciting features that we can try out this semester. Therefore, it is very important that you are able to access Blackboard and log on regularly. All additional reading can be found under “content” on Blackboard.

As a component of this course you will be using a product from EthicsGame. Please read and follow the instructions below to register to complete your assignment. If you have questions or encounter a problem, please contact the GameMaster at Gamemaster@ethicsgame.com or call 1-888-248-6974.

Class Code: to be determined

Registration steps:

If you do not have an EthicsGame account:

1. Go to www.ethicsgame.com
2. In the “Register for a New Course” enter the class code from above.
3. Follow the registration prompts.

If you do already have an EthicsGame account:

1. Login using your credentials in the “Existing Course User” box.
2. On the welcome page you will see an add course option in the upper right.
3. Enter the new class code.
4. Follow the prompts.

Re-Entry Steps:

1. Go to www.ethicsgame.com
2. Enter your User Name (email address) and Password in the “Existing Course User” box and then click Submit

Course Objectives: This course seeks to challenge you to look inside yourself and discover what your core values are and how they shape the way you think. It will cause you to move beyond emotional reactions to ethical dilemmas.

With that in mind, by the end of the course, students will:

1. Have an understanding of the basic similarities and differences between different ethical topics, such as morality, legality, justice, organizational ethics, professional ethics, personal ethics, etc.
2. Have self reflected on their own personal core values that determine their ethical viewpoints. Students will understand their initial ethical strengths and weaknesses, temptations, blind spots, and they will learn and practice how to go beyond these initial issues to create more effective ethical decision making.
3. Have an understanding about the effect of transformational leadership on ethics within an organization, including the “dark side” of leadership. Understanding a leader’s impact on his/her followers will allow students to explore how to create more ethical followers.
4. Have put in to practice the different ethical perspectives in business cases, as well as real-time business simulations that create a realistic business environment with stakeholders, deadlines, unexpected diversions, etc.
5. Have spent time resolving conflict, negotiating ethical issues, and working on communication skills in order to create better, more influential, ethical leaders.

COURSE STANDARDS:

1. Attendance is required at all class meetings. The most important aspects of this class are preparedness and participation. It will be required that you come to class prepared and ready to discuss the topics assigned for that class period. Attendance on Blackboard 9.1 is also essential to the successful completion of this course.

2. In this course you will be required to demonstrate academic integrity at all times. High standards of ethical conduct to ensure fairness, honesty, and integrity in the evaluation of student performance. Evaluation of student performance should not be invalidated by students intending to or attempting to misrepresent the skill, achievement, or ability of either themselves or others. To achieve this purpose, the College has enacted a *Code of Student Academic Conduct*. This Code sets forth specific types of academic misconduct which will not be tolerated. If there is any evidence of these types of academic misconduct in this course, charges will be filed against the student or students involved. Along with the Code, the College has also enacted a *Student Academic Grievance Procedure*. The purpose of this grievance procedure is to provide the exclusive method by which a student can file a grievance if he/she believes that the charge of academic misconduct is false or to grieve a final course grade which he/she believes has been unfairly or erroneously assigned. You should read these to familiarize yourself with their principles. Both the *Code of Student Academic Conduct* and the *Student Academic Grievance Procedure* can be reviewed on the College of Business and Innovation website. The form to be used when filing a grievance is also available on the website. **Any form of academic dishonesty** will result in an “F” for the course and any other academic sanctions allowed for by University policy discussed above.

****Please see below description of **Plagiarism**. I would be happy to discuss this issue further during class and welcome any questions or concerns.****

Plagiarism is the act of presenting as your own work another individual's ideas, words, data, or research material. This includes altering the language, paraphrasing, omitting, and rearranging words to make them appear as your own. This applies equally to written, spoken, or electronic texts, published or unpublished. All ideas and quotations that you borrow from any source must be acknowledged.

Of course, I have no expectation of encountering plagiarism or cheating in this class, and would be truly disappointed should it be discovered. On occasion, ignorance of what constitutes plagiarism can lead to unintended offenses. Thus, a brief discussion of the topic may be useful.

Stealing others' work (for example, copying others' test answers) and passing it off as your own is an example of plagiarism, as everyone knows. It is also plagiarism in academic writing to present others' ideas as if they were your own. To avoid the appearance of plagiarism in written work, it is important to reference the sources of your ideas so as to keep clear the difference between others' ideas or arguments and the ideas or arguments that are uniquely yours.

3. Because spelling, grammatical and typographical errors convey poor credibility on the part of the writer, each of these errors appearing in written work will be penalized. No excuses will be accepted! If you need help in this area, you're not alone.

COURSE REQUIREMENTS:

Late assignments will not be accepted. In fairness to all students, extra credit is not an option. The total points accumulated will determine your grade. Also, it will not be possible to “re-do” an assignment.

Your grade in this course will be comprised of 6 components (listed here and discussed in detail below):

1. Participation (20%)
2. Online Simulations (2, each worth 10%)
3. The Ethical Executive Personal Application (worth 10%)
4. Personal Ethics Statement Assignment (worth 10%)
5. Midterm (20%)
6. Team Project & Presentation (each worth 10%)

I. Participation

Effective participation requires emphasis on the material under study and is expected to be of high quality (i.e. questions and comments that measurably add to the discussion). In order to accomplish this task, it will be essential

that students read (and think about) text and any supplemental readings before class/online sessions. Remember that *Quality* is more important than *Quantity*.

I will post a question, a problem, or a case study issue on the discussion board section of our Blackboard site. My rationale for creating these forums is to start a discussion and to get you thinking and participating outside of the typical classroom setting. Additionally, these forums will allow us to discuss topics in more depth than the classroom time limit will permit.

You will have 1 week date to complete your responses to each of these forums. You must post at least one original response and respond to at least three of your classmates' responses. You, of course, may post additional responses if you wish. ***Remember I care more about quality than quantity, so don't think that posting just anything will get you extra credit!

Credit will be awarded based upon number of posts and for quality. Therefore, simply making a post will not get you full credit. In order to receive full credit, your posts should be well thought out, make a valid contribution/argument, and be respectful.

Posting Quality Rating	Examples
High	<ul style="list-style-type: none">• Original thoughts not already contained in the threaded discussion• Cited examples/ideas from the Internet – please list the URL that you have referenced• Agreement/Disagreement with other postings and including a strong reason why
Fair	<ul style="list-style-type: none">• Some original thoughts/some repeat of what has already been listed in the threaded discussion.
Weak	<ul style="list-style-type: none">• I agree/disagree with no reason/explanation/etc.

You are expected to be at every class meeting (on-ground or distance) and actively participate in all discussion.

2. Online Simulations

ETHICS IN ACTION

The online simulations are individual-based ethics simulations with one topic and two dilemmas. Players are guided through the decision process by clicking on the correct answers using a radio-button format. The goal is to earn the highest bonus possible by making good decisions that don't put the company at risk. At the end of the dilemma, players are asked to write a short memo explaining their decision. This feature enhances communication skills. Game time averages approximately two hours per dilemma, depending on the abilities of the player.

Example topics: Sexual harassment, conflict of interest, non-compete/NDA, capital formation, religious expression, foreign corrupt practices act/bribery, issues of lost data, whistle-blowing, sales in non-regulated markets, internal versus external standards, plagiarism, etc.

3. The Ethical Executive Personal Application

Read *The Ethical Executive* text. There are 45 ethical traps discussed. You are to identify your top 5 ethical traps. Discuss each of these traps and why you think they impact you the most. Next, develop a personal plan for how you will overcome each of these traps in the future. Assignment should be less than 3 pages double spaced, Times Roman 12pt font. Please turn in an electronic copy to the Blackboard dropbox.

4. Personal Ethics Statement Assignment

Based upon EthicsGame, you will create your own personal ethics statement. A personal code of ethics puts into writing those ideas, values, and philosophies that are the essence of your life. This exercise allows you to reflect on

your own core values and commitments – to create a snapshot in time of your personal value system. This reflection will be less than 3 pages double spaced, Time Roman 12 font. More guidance will be provided on Blackboard. Please turn in an electronic copy to the Blackboard drop box.

5. Midterm

We will have a take home midterm exam covering the reading list and presentations by the instructor. Students will have just over one week to complete the midterm individually. Please turn in an electronic copy to the Blackboard drop box.

6. Team Project & Presentation (each worth 10%)

Each group is to develop a real-life (or realistic) ethical dilemma. Teams are to research this topic, complete the ethical reasoning model to work through the dilemma, and develop a training protocol for managers/employees to help lead others through this and similar dilemmas. The leadership training presentations will occur on the last day of class and can be up to 40 minutes in length per team. More discussion of the deliverables on this project is to come.

Policy Statement on Non-Discrimination on the basis of Disability (ADA)

The University is an equal opportunity educational institution. Please read The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance.)

Academic Accommodations

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the Student Disability Services Office.)

DATE:	IN CLASS:	DUE:
Friday January 15th	Ethical Lens/ELI Special Guest 1:30pm Distinguished Alum, Charles E. Packard <i>Discussion:</i> Ethical Concepts, Ethical Reasoning Model, Ethics and Business	ELI to be completed by January 17th (11:59pm)
Distance	Online Discussion: Ethical Lens Inventory	Review posted materials under “Distance Module ELI” and make all responses to “ELI Forum” (<i>DB #1</i>) between January 17th and January 24th (11:59pm)
Distance	Readings on: Ethics and Employees, Treatment of Employees Online Discussion: Employee Rights and Responsibilities, Psychological Contract, Social Exchange	Review posted materials/presentation under “Distance Module Employee Treatment” and make all responses to “Employee Treatment Forum” (<i>DB #2</i>) between February 24th and January 31st
Distance	Online Simulation 1	Online Simulation 1 Simulation and Memo completed (submitted) by January 31st (11:59pm)
Friday February 5th	<i>Discussion:</i> Personal Pitfalls, Emotions, and Self Awareness: Developing “Moral Intelligence” In-Class Ethical Dilemma Practice	Read Moral Intelligence (at least chapters 1, 2, and 8 before February 5th class)
		The Ethical Executive Personal Application Due February 14th (11:59pm)
		Midterm Assigned February 14th Midterm Due Electronically February 28th (11:59pm)
Distance	Readings on: Leadership, Negotiation <i>WebEx:</i> Ethical Leadership: Romance of Leadership, Transformation Leadership, Developing Ethical Leaders February 25th (Time TBD)	Review posted materials under “Distance Module Leadership” and make all responses to “Leadership Forum” (<i>DB #3</i>) between February 25th and March 3rd (11:59pm)
Distance	Online Simulation 2	Online Simulation 2 Simulation and Memo completed (submitted) by March 6th (11:59pm)
Saturday March 12th	Ethical Leadership Training Presentations	Team Paper & Presentations Due March 12th in class
		Personal Ethics Statement Assignment Due March 19th (11:59pm)

***Schedule is tentative; Dr. Wittmer reserves the right to change