MBA 6011 Business Law and Ethics

Workflow Curriculum Modification - Course Change

Please verify your answers to the previous questions before clicking Submit Request at the bottom of the page.

1. Proposed course prefix and number:
MBA 6011

2. Proposed credit hours:
3

3. Proposed course title:
Business Law and Ethics

4. Proposed course prerequisites:
None

5. Proposed course corequisites:
None

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):
None

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):
None

8. Major and/or minor restrictions:
Include

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:
ACTM, MBAM, MBBM, MBFM, MBGM, MBHM, MBIM, MBKM, MBSM

10. Classification restrictions:
Exclude

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:
none

12. Level restriction:
Include

13. List the level (undergraduate, graduate) that is to be included or excluded.
GR

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?
Not Applicable

15. Is this a multi-topic course?
No

16. Proposed course title to be entered in Banner:
Business Law and Ethics

17. Is this course repeatable for credit?
No

18. Is this course mandatory credit/no credit?
No

19. Select class type:
Lecture/Lab/Discussion

20. How many contact hours per week for this course?
3

A. Please choose Yes or No to indicate if this class is a Teacher Education class:
No

B. Please choose the applicable class level:
Graduate

C. Please respond Yes if this is a current general education course and/or a course being submitted for the new WMU Essential Studies program. Please respond No if it is neither.
No

D. Explain briefly and clearly the proposed improvement.
Re-engineer the MBA curriculum at Western Michigan University to provide entry and middle level managers skills and knowledge that advance their careers through (1) credit for life experiences, (2) skill-based curricula, i.e. every course provides skills that can be immediately applied in professional life, and (3) hybrid/hyflex/online courses that maintain benefits of live

relationships and interaction, but reduce the time required to be on-campus.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).
Popularity of the traditional MBA is shrinking. Between 2014 and 2018, the number of accredited full-time M.B.A. programs in the U.S. shrank 9% to 1,189, with schools reporting 119 fewer two-year degrees in the most recent survey by the Association to Advance Collegiate Schools of Business. For the second consecutive year, even the highest ranked business schools in the U.S. are beginning to report significant declines in M.B.A. applications and the worse is yet to come, with many M.B.A. programs experiencing double-digit declines. About 10% to 20% of the top 100 M.B.A. programs in the U.S. will likely close in the next few years, with even greater fallout among second- and third-tier schools. On-line and specialized skills (credentials) are increasing. Shorter and more-flexible graduate business degrees have proliferated. Specialized subjects like data analytics are growing at 16%, on-line MBA programs have doubled in the last six years. Enrollment in the MBA program at WMU overall has declined 31% from its peak in fall 2010 to fall 2018. Main campus enrollment was down 30.9% and enrollment at regional sites was down 42.1%.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.
This course explores the interdependent roles that legal and ethical responsibilities play in meeting the strategic responsibilities of business organizations and their leaders. Students learn not only how to create a culture of legal compliance and ethical behavior, but also how legal and ethical challenges provide opportunities to develop and apply their own values. Through a series of difficult dilemmas set in different industries and regions of the world, this course teaches students practical legal and ethical frameworks for successful strategic business and personal decisions. Primary Objectives of the Course A key learning objective of this course is to help students understand a business as an integrated system and apply strategic planning tools and techniques to coordinate proactive strategies among the functional areas. This course will deliver skills students can use now as well as help prepare them for greater responsibilities in their careers. The material and activities in this course directly support the following MBA program learning objectives: 1) Students will be knowledgeable about and be able to put into practice effective Leadership Skills 2) Students will be knowledgeable about and be able to put into practice effective Communication Skills 3) Students will gain knowledge and be proficient in Strategic Decision Making Students will achieve these objectives as they learn how to: ● Develop an organizational culture of legal compliance and ethical behavior. Understanding their legal and ethical responsibilities enables managers to play a leadership role in developing high moral expectations and values for themselves and their organizations. This role requires the establishment of both formal and informal systems that bring about effective legal compliance and high ethical standards. By combining their ethical, legal, and economic responsibilities, leaders and their firms can become responsible corporate citizens while creating value for their shareholders and other stakeholders. ● Align legal, ethical, and strategic responsibilities. Many leaders think that there is an inherent tension between strategic responsibilities, which often emphasize value creation and financial performance, and legal and ethical responsibilities. This course explains how to overcome the tension and align these three responsibilities by focusing on

the interests of stakeholders. ● Become legally savvy leaders. Business leaders should not only treat legal compliance as top priority, but also understand how the law works in practice and how it affects key stakeholders including customers, employees, and investors. Specific topics will reflect current issues in business law and ethics.

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

This curriculum change is a result of research into market trends and the needs of business professionals and hiring organizations. Specific Learning Goals that will be assessed in the new program includes: 1. Students will be knowledgeable about and be able to put into practice effective Leadership Skills 2. Students will be knowledgeable about and be able to put into practice effective Communication Skills 3. Students will gain knowledge and be proficient in Strategic Decision Making by gaining an understanding of data analysis, functional business areas and the ability to develop strategic plans for business

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

N/A

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

This course is an optional elective and will satisfy 3 of the 15 hours of required electives in the program.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

There will be no effect on students meeting the graduation requirements

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

Our anticipated audience are our current Haworth College of Business graduate students as well as other graduate students at WMU interested in Business Law and Ethics. We do not anticipate any significant change in demand for this course

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time

costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)
There is no expected change in departmental or university resources

M. With the change from General Education to WMU Essential Studies, this question is no longer used.
For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.
Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.
N/A

O. Current catalog copy:
N/A - this is a new course.

P. Proposed catalog copy:
MBA 6011 - Business Law and Ethics This course explores the interdependent roles that legal and ethical responsibilities play in meeting the strategic responsibilities of business organizations and their leaders. Students learn not only how to create a culture of legal compliance and ethical behavior, but also how legal and ethical challenges provide opportunities to develop and apply their own values. Through a series of difficult dilemmas set in different industries and regions of the world, this course teaches students practical legal and ethical frameworks for successful strategic business and personal decisions. Prerequisites/Corequisites: None. Credits: 3 hours Restrictions Enrollment in HCOB graduate business courses requires admission to the MBA or MSA program or the approval of the Director of Graduate Business Programs. Notes: Open to Graduate students only. When Offered: Fall, Spring, Summer 1, Summer 2

MBA 6011 Business Law and Ethics
Master Syllabus

1. General Information

Course: MBA 6011 - Current Issues in Business: Business Law and Ethics

Instructor:

Address:

Phone:

Email:

Office Hours:

2. Course Description

This course explores the interdependent roles that legal and ethical responsibilities play in meeting the strategic responsibilities of business organizations and their leaders. Students learn not only how to create a culture of legal compliance and ethical behavior, but also how legal and ethical challenges provide opportunities to develop and apply their own values. Through a series of difficult dilemmas set in different industries and regions of the world, this course teaches students practical legal and ethical frameworks for successful strategic business and personal decisions.

3. Primary Objectives of the Course
A key learning objective of this course is to help students understand a business as an integrated system and apply strategic planning tools and techniques to coordinate proactive strategies among the functional areas.

This course will deliver skills students can use now as well as help prepare them for greater responsibilities in their careers.

The material and activities in this course directly support the following MBA program learning objectives:

1) Students will be knowledgeable about and be able to put into practice effective Leadership Skills

2) Students will be knowledgeable about and be able to put into practice effective Communication Skills

3) Students will gain knowledge and be proficient in Strategic Decision Making

Students will achieve these objectives as they learn how to:

- *Develop an organizational culture of legal compliance and ethical behavior.* Understanding their legal and ethical responsibilities enables managers to play a leadership role in developing high moral expectations and values for themselves and their organizations. This role requires the establishment of both formal and informal systems that bring about effective legal compliance and high ethical standards. By combining their ethical, legal, and economic responsibilities, leaders and their firms can become responsible corporate citizens while creating value for their shareholders and other stakeholders.

- *Align legal, ethical, and strategic responsibilities.* Many leaders think that there is an inherent tension between strategic responsibilities, which often emphasize value creation and financial performance, and legal and ethical responsibilities. This course explains how to overcome the tension and align these three responsibilities by focusing on the interests of stakeholders.

- *Become legally savvy leaders.* Business leaders should not only treat legal compliance as top priority, but also understand how the law works in practice and how it affects key stakeholders including customers, employees, and investors.

Specific topics will reflect current issues in business law and ethics. Instructors may add other complementary topics at their discretion.

Examples of likely business law topics include:

- *Use of **Employment Law** to Attract and Retain the Best Business Talent.*

- *Meeting Customers' Needs Through the Transform of **Product Liability** into Product Innovation.*

- *Creation of Business Opportunities Through Government **Regulation**.*

- *Use of **Intellectual Property** to Create Shareholder Value.*

- *Development of Fair **Contracts** that Create Value for Both Sides.*

- *Use of **Dispute Resolution** Processes for Value Creation.*

Examples of likely business ethics topics include:

- *Creating an **Ethical Organizational Culture**.*

- *Addressing **Common Ethical Issues**.*

- *Resolving **Ethical Dilemmas** and Deciding on **Social Responsibility**.*

- *Avoiding Moral **Blindspots**.*

This course is designed to give students the opportunity to network in a face to face environment with their fellow students while at the same time being flexible to support MBA students' active work and home life. Hence it is offered via a hybrid format with physical classes some weeks featuring face to face networking, class discussions, group work and exams and a limited amount of lecture. Other weeks will feature no synchronous, physical, class but instead will highlight activities such as online lectures, independent readings, virtual team meetings, discussion boards and other assignments/exercise.

4. Required Textbook and other materials
The course is normally comprised of two complementary parts - conceptual material and applications exercises.

Conceptual Materials
As well as delivering concepts through lecture and class discussions, professors may assign relevant readings from a variety of sources. While some professors may use a traditional textbook, others may decide that using practitioner focused books or a collection of individual articles best fits with their style when it comes to delivering on course objectives. Still others may use a combination of these materials. Examples of each are listed below but professors should pick whatever materials they determine work the best with their individual style to deliver the course objectives.

Ï   Examples of Business Law and Ethics textbooks:

   Ï   Terry Halbert & Elaine Ingulli, LAW AND ETHICS IN THE BUSINESS ENVIRONMENT (9th ed. 2017)

   Ï   Christine Ladwig & George Siedel, STRATEGY, LAW, AND ETHICS FOR BUSINESS DECISIONS (2020)

Ï   Examples of practitioner oriented books:

   Ï   Constance Bagley, WINNING LEGALLY: HOW MANAGERS CAN USE THE LAW TO CREATE VALUE, MARSHAL RESOURCES, AND MANAGE RISK (2006)

   Ï   Ben W. Heineman Jr., *High Performance with High Integrity* (2008)

Ï   Examples of articles from applied or academic journals

   Ï   Max H. Bazerman, *A New Model for Ethical Leadership,* HARV. BUS. REV., Sept. - Oct 2020, at 90

   Ï   Robert C. Bird & Stephen Kim Park, *Turning Corporate Compliance Into Competitive Advantage,* 19 U. PA. J. BUS. L. 285 (2017)

Applications Materials
Application exercises are designed to reinforce, extend and bring to life conceptual concepts in the course. A wide range of activities can be used including:

- Analysis/discussion of formal prepared cases such as those in business law and ethics textbooks or those provided by sources such as the Harvard Business School.

- Analysis/discussion of various exercises involving real or hypothetical business scenarios or applied practitioner books/articles.

- In depth analysis of companies in the community or beyond.

- Discussion of strategic issues currently facing companies gleaned from sources such as news articles, company websites, guest speakers, company visits or students' experiences.

5. Exams
Instructors typically give two to four exams in the class. Exam format is up to the instructor but typically include multiple choice and/or short answer/essay questions.

6. Class participation
Students are encouraged to participate in class discussion and team activities. How points will be awarded for participation activities is up to the instructor.

7. Other Class Requirements
A wide variety of other activities can be included in this course. Examples include research papers, presentations, essays, or activities outside the class such as service learning or practitioner interviews. Teachers are encouraged to experiment with tools that they feel can effectively deliver upon the course learning objectives.

8. Point distribution
How various sections of the class are weighted toward the final grade is up to the individual instructor.

An example of point distributions is shown on the next page. This is meant only as an example. Instructors can choose, using the course objectives as a guide, the exact activities that will comprise their course and the weightings.

Example
Points will be assigned as follows:

Examination 1	250
Examination 2	250
Team presentations (3@90 points each)	270
Class case analysis	100
Class Participation and other exercises	100
Personal Strategy Assignment	30
Total	1000

9. **Grading Scale**
The exact grading scale used is up the instructor. Below is a sample that could be used.

Grading Scale
        1000-940 points = A Outstanding, exceptional, extraordinary*
        939-890 points = BA
        889-840 points = B   Very good
        839-790 points = CB
        789-650 points = C   Satisfactory, Acceptable, Adequate
        649-600 points = DC
        599-500 points = D   Poor
        500 and below = E   Failing

        * descriptions from WMU registrar's website

10. **Course schedule**
A potential course schedule is provided below. The exact structure used for an individual section is up to the instructor and will depend on the pedagogy employed and the structure that works best to deliver on course objectives given an individual instructor's strengths.

Potential Course Schedule

Week	Format	Activities	Reading	Other activities
1	In Person Class	-Course Intro -Networking exercise -Short lecture- Law, Ethics, & Business: An Introduction -In class exercise -Overview of Team Case Analysis	Text Chapter (Ch.) 1	-Online Video Lecture – Some Thoughts on the Meaning of Business Ethics
2	Online	-Video lecture – Ethical Dilemmas and Social Responsibility -Get acquainted online team meetings – Scheduled by teams	Text Ch 2	--Submit position paper for class case 1 to drop box
3	In Person Class	-Class exercise/discussion -Class discussion of class case 1 -Team time to work on team case analysis	Text Ch. 3	-Online Video Lecture – Common Ethical Problems
4	Online	-Video Lecture – Transform Product Liability into Product Innovation -Online team meetings to work on 1st team case analysis	Text Ch. 4	-Article post and reply to class discussion board

5	In Person Class	-Class exercise/discussion -Team presentations and discussion for 1st team case -Meet teams for 2nd team case	Text Ch. 5	
6	Online	-Video Lecture – The New Economy Revisioning Work -Video Lecture – Privacy: Techology, Survelliance, & Freedom		-Article post and reply to class discussion board -Post and replies on class case 2
7	In Person Class	Midterm Exam -Team meetings to work on 2nd team case		-Article post and reply to class discussion board
8	Online	-Video Lecture – Creating an Ethical Organizational Culture: Model Ethics Programs -Online team meetings to work on 2nd team case	Text Ch. 6	--Article post and reply to class discussion board
9	In Person Class	-Class exercise/discussion -Review Midterm -Team presentations and discussion for 2nd team case -Meet teams for 3rd team case	Text Ch. 7	-Video Lecture – Use Your Intellectual Property to Create Shareholder Value
10	Online	-Video Lecture – Ethical Problems of Managers: Whistleblowing and Conflicting Loyalties -Online team meetings to work on 3rd team case	Text Ch. 8	-Individual post to simulation team discussion board -Article post and reply to class discussion board
11	Online	-Video Lecture – Develop Contracts That Create Value for Both Sides -Virtual team case presentations	Text Ch. 9	-Post and reply to class discussion board regarding team case presentations
12	Online	-Video Lecture – Use Dispute Resolution Processes for Value Creation	Text Ch. 10	-Submit position paper for class case 2 to drop box
13	In Person Class	-Class exercise/discussion -Class discussion of class case course recap **Final Exam**		

WMU Faculty Senate Syllabus Statement

Students are responsible for making themselves aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies addressing

Student Rights and Responsibilities can be found in the Undergraduate Catalog at http://catalog.wmich.edu/index.php?catoid=32 and the Graduate Catalog at http://catalog.wmich.edu/index.php?catoid=33.

If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

Students and instructors are responsible for making themselves aware of and abiding by the "Western Michigan University Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures" related to prohibited sexual misconduct under Title IX, the Clery Act and the Violence Against Women Act (VAWA) and Campus Safe. Under this policy, responsible employees (including instructors) are required to report claims of sexual misconduct to the Title IX Coordinator or designee (located in the Office of Institutional Equity). Responsible employees are not confidential resources. For a complete list of resources and more information about the policy see www.wmich.edu/sexualmisconduct.

In addition, students are encouraged to access the Code of Conduct, as well as resources and general academic policies on such issues as diversity, religious observance, and student disabilities: • Office of Student Conduct www.wmich.edu/conduct • Division of Student Affairs www.wmich.edu/students/diversity • Registrar's Office http://www.wmich.edu/registrar/calendars/interfaith • Disability Services for Students www.wmich.edu/disabilityservices."