

Spring 2025

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| Meeting days: Tuesdays | Instructor title and name: JC Hurtado-Prater |
| Meeting times: 5:30pm | Phone: 858-275-9315 (texts only please) |
| Meeting location: Mission Valley 316 | E-mail: jhurtado@pointloma.edi |
| Final Exam: N/A | Office location and hours: FSB 128 (By appointment only) |
| Additional info: N/A | Additional info: N/A |

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Fermanian School of Business Mission

Character – Professionalism – Excellence – Relationships – Commitment - Innovation

As members of a vital Christian community, we strive to provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

COURSE DESCRIPTION

This course explores the theories of ethics and provides frameworks for ethical decision-making that incorporate stakeholder perspectives. Students will be provided with a comprehensive understanding of the ethical principles that underpin successful leadership and decision-making in organizations. This course goes beyond traditional ethical considerations and delves into the importance of integrity, serving others, and finding one's purpose in the pursuit of ethical organizational practices. **COURSE**

LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Discover influences that impact the development of integrity and character in one's personal and professional life (PLO 1 & 5).
2. Examine the role that virtues and ethical decision-making play when leading with integrity (PLO 5).
3. Apply leadership principles in a service setting (PLO 5).
4. Identify and discuss the rationale and benefits of incorporating service to others as an integral part of leadership (PLO 1 & 5).
5. Examines one purpose as it relates to both personal and professional life (PLO 5).
6. Construct a leadership development plan (PLO 1 & 5).
7. Demonstrate effective communication skills (PLO 6).

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. [The Big Leap: Conquer Your Hidden Fear and Take Life to the Next Level](#) | Gay Hendricks

ISBN-10 : 0061735361 | ISBN-13 : 978-0061735363

2. [Beyond Bumper Sticker Ethics: An Introduction to Theories of Right and Wrong](#) | Steve Wilkens

ISBN-10 : 9780830839360 | ISBN-13 : 978-0830839360

3. [Built to Last: Successful Habits of Visionary Companies](#) | Jim Collins

ISBN-10 : 0060566108 | ISBN-13 : 978-0060566104

4. [Conscious Capitalism: Liberating the Heroic Spirit of Business](#) | John Mackey + Rajendra Sisodia

ISBN-10 : 1422144208 | ISBN-13 : 978-1422144206

Recommended:

5. [The Purpose Driven Life: What on Earth Am I Here For?](#) | Rick Warren

ISBN-10 : 031033750X | ISBN-13 : 978-0310337508

6. [The Courage to Be Disliked: The Japanese Phenomenon That Shows You How to Change Your Life and Achieve Real Happiness](#) | Ichiro Kishimi | Fumitake Koga

ISBN-10 : 1501197274 | ISBN-13 : 978-1501197277

7. [Road to Character](#) | David Brooks

ISBN-10 : 0812983416 | ISBN-13 : 978-0812983418

ASSESSMENT AND GRADING

Note: Clearly define a grading policy to avoid any confusion concerning expectations. It is most helpful if at least two things are present: 1) a point distribution and 2) a grading scale.

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| <u>Sample</u> assignment distribution by percentage: <ul style="list-style-type: none">• Week 1 Podcast Reflection (30 pts) 3%• Weekly Reading Journal (220 pts) 22%• Weekly Attendance (300 pts) 30%• Take Your Stand Paper (80 pts) 8%• Midterm (90 pts) 9%• Midterm paper (90 pts) 9%• Final Project (95 pts) 9.5%• Final Paper (95 pts) 9.5% | <u>Sample</u> grade scale: A= (930-1,000 pts) 93-100% A-= (900-929 pts) 90-92% B+= (870-899 pts) 87-89% B= (830-869 pts) 83-86% B-= (800-829 pts) 80-82% C+= (770-799 pts) 77-79% C= (730-769 pts) 73-76% C-= (700-729 pts) 70-72% D+= (670-699 pts) 67-69% D= (630-669 pts) 63-66% D-= (600-629 pts) 60-62% F= (0-599 pts) 0-59% |
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INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned under extremely unusual circumstances.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to

experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

SPIRITUAL CARE

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions for or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu.

In addition, on the MV campus there is a prayer chapel on the third floor. It is open for use as a space set apart for quiet reflection and prayer.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias.

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office

at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix or as shown in the [PLNU Spiritual Care section of this syllabus](#).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

GPS ACADEMIC RESOURCES

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- [The GPS Writing Center](#) offers:
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
 - [Research Help Guide](#) to help you start your research
 - The physical office is located on the third floor of the [Mission Valley Regional Center](#) off the student lounge
- [Academic Writing Resources Course](#): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [Watch a quick video run-through](#) and take time now to explore!
- Grammarly: Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
- [Tutoring](#): Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: GPSWritingCenter@pointloma.edu

NOTE: The following policies are to be used without changes:

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

COURSE MODALITY DEFINITIONS

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
 - a. Synchronous Courses: At least one class meeting takes place at a designated time.
 - b. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

PLNU ATTENDANCE AND PARTICIPATION POLICY

Face-to-Face MBA/MAOL Courses:

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional detail.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. No requests for early examinations or alternative days will be approved.

COURSE SCHEDULE AND ASSIGNMENTS

| WK | Topics | Learning Activities (Readings, External Videos, Articles, Podcasts) | Discussion Boards (S) = Student to Student Interaction | Homework (Quantitative, Papers) (S) = Student to Student Interaction | Points (Total must equal 1000) | Student Hours (Total range 112.5 to 120) |
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| | | <i>(S) = Student to Student Interaction</i> | | | | |
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| 1 | 1. Week 1 is a Light Week (No In-Person Class this week) | 1. Syllabus 2. Podcast (Welcome + Defining Purpose + Integrity + Ethics + Mental Models) | 1. | 1. Podcast Reflection Essay | 1. Video Reflection Essay: 30 Points | 3 |
| 2 | 1. Developing a Life of Integrity through Purpose + Vision | 1. Weekly Reading: The Big Leap Chapter 1 2. Weekly Reading: Beyond Bumper Sticker Ethics Chapters 1 + 2 | 1. Class Attendance + In-person Discussion | 1. Weekly Reading Journal (1-2 pages) | 1. Class Attendance: 20 points 2. Weekly Reading Journal: 10 points 3. Weekly Reflection Paper: 10 points | 8 |
| 3 | 1. Developing a Life of Integrity through Principles + Values | 1. Weekly Reading: The Big Leap Chapter 2 2. Weekly Reading: Beyond Bumper Sticker Ethics Chapters 3 + 4 | 1. Class Attendance + In-person Discussion | 1. Weekly Reading Journal (1-2 pages) | 1. Class Attendance: 20 points 2. Weekly Reading Journal: 10 points 3. Weekly Reflection Paper: 10 points | 8 |
| 4 | 1. Personal Mission: A Life of Service | 1. Weekly Reading: The Big Leap Chapter 3 2. Weekly Reading: Beyond Bumper Sticker Ethics Chapters 5, 6 + 7 | 1. Class Attendance + In-person Discussion | 1. Weekly Reading Journal (1-2 pages) | 1. Class Attendance: 20 points 2. Weekly Reading Journal: 10 points 3. Weekly Reflection Paper: 10 points | 8 |
| 5 | 1. Mental Models | 1. Weekly Reading: The Big Leap Chapters 4 + 5 2. Weekly Reading: Beyond | 1. Class Attendance + In-person Discussion | 1. Weekly Reading Journal (1-2 pages) | 1. Class Attendance: 20 points 2. Weekly Reading | 8 |

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| | | Bumper Sticker Ethics Chapters 8, 9 + 10 | | | Journal: 10 points 3. Weekly Reflection Paper: 10 points | |
| 6 | 1. All About Ethics | 1. Weekly Reading: The Big Leap Chapters 6 + 7 2. Weekly Reading: Beyond Bumper Sticker Ethics Chapters 11, 12 + 13 | 1. Class Attendance + In-person Discussion | 1. Weekly Reading Journal (1-2 pages) | 1. Class Attendance: 20 points 2. Weekly Reading Journal: 10 points 3. Weekly Reflection Paper: 10 points | |
| 7 | 1. Personal Mental Models + Ethical Decision-Making Framework | 1. Weekly Reading - N/A 2. Work on Final Paper + Presentation | 1. Class Attendance + In-person Discussion 2. Weeks 1 - 6 Review 3. In-Class Case Studies - Personal Mental Models + Ethical Decision-Making 4. Class Presentations | 1. Mid-Term Project - LDP 3-5 pages 2. Final Presentation 7-10-page slide deck with 3-5 minute in-class presentation | 1. Class Attendance: 20 points | 8 |
| 8 | 1. Presentation of Written Personal Leadership Development Plan: Purpose, Vision, Mission, Principles, Values + Personal Ethical Decision-Making Framework using Mental Models | 1. Weekly Reading - N/A 2. Work on Final Paper + Presentation | 1. Class Attendance + In-person Discussion 2. Weeks 1 - 6 Review 3. In-Class Case Studies - Personal Mental Models + Ethical Decision-Making 4. Class Presentations | 1. Mid-Term Project - LDP 3-5 pages 2. Mid-Term Presentation 7-10-page slide deck with 5-7 minute in-class presentation | 1. Class Attendance: 20 points 2. Mid-Term Project: 90 points 3. Mid-Term In-class Presentation: 90 points | 8 |
| 9 | 1. More Than the Bottom Line | 1. Weekly Reading: Conscious Capitalism Chapters 1, 2 + 3 | 1. Class Attendance + In-person Discussion | 1. Weekly Reading Journal (1-2 pages) | 1. Class Attendance: 20 points 2. Weekly Reading Journal: 10 points 3. Weekly Reflection | 8 |

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| | | | | | Paper: 10 points | |
| 10 | 1. Organizational Purpose + Vision | 1. Weekly Reading: Built to Last Chapters 1, 2 + 3 2. Weekly Reading: Conscious Capitalism Chapters 4, 5 + 6 | 1. Class Attendance + In-person Discussion | 1. Weekly Reading Journal (1-2 pages) | 1. Class Attendance: 20 points 2. Weekly Reading Journal: 10 points 3. Weekly Reflection Paper: 10 points | 8 |
| 11 | 1. Organizational Principles + Values | 1. Weekly Reading: Built to Last Chapters 4 + 5 2. Weekly Reading: Conscious Capitalism Chapters 7, 8 + 9 | 1. Class Attendance + In-person Discussion | 1. Weekly Reading Journal (1-2 pages) | 1. Class Attendance: 20 points 2. Weekly Reading Journal: 10 points 3. Weekly Reflection Paper: 10 points | 8 |
| 12 | 1. Organizational Mission Virtuous Cycles of Mutual Benefit | 1. Weekly Reading: Built to Last Chapters 6 + 7 2. Weekly Reading: Conscious Capitalism Chapters 10, 11 + 12 | 1. Class Attendance + In-person Discussion | 1. Weekly Reading Journal (1-2 pages) | 1. Class Attendance: 20 points 2. Weekly Reading Journal: 10 points 3. Weekly Reflection Paper: 10 points | 8 |
| 13 | 1. Organizational Mental Models | 1. Weekly Reading: Built to Last Chapters 8 + 9 2. Weekly Reading: Conscious Capitalism Chapters 13, 14 + 15 | 1. Class Attendance + In-person Discussion | 1. Weekly Reading Journal (1-2 pages) | 1. Class Attendance: 20 points 2. Weekly Reading Journal: 10 points 3. Weekly Reflection Paper: 10 points | 8 |
| 14 | 1. Organizational Ethics | 1. Weekly Reading: Built to Last Chapters 10 + 11 | 1. Class Attendance + In-person Discussion | 1. Weekly Reading Journal (1-2 pages) | 1. Class Attendance: 20 points 2. Weekly Reading | 8 |

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| | | 2. Weekly Reading: Conscious Capitalism Chapters 16, 17 + 18 | | | Journal: 10 points 3. Weekly Reflection Paper: 10 points | |
| 15 | 1. Organizational Mental Models + Ethical Decision Making | 1. Weekly Reading - N/A 2. Work on Final Paper + Presentation | 1. Class Attendance + In-person Discussion 2. Weeks 9-14 Review 3. In-Class Case Studies - Putting Diversity to Work 4. Class Presentations | 1. Take Your Stand Paper 4-7 pages 2. Work on Final Project - ODP 3-5 pages 2. Final Presentation 7-10-page slide deck with 3-5 minute in-class presentation | 1. Class Attendance: 20 points 2. Take Your Stand Paper: 80 points | 8 |
| 16 | 1. Presentation of Written Organizational Development Plan: Purpose, Vision, Mission, Principles, Values + Organizational Ethical Decision-Making Framework using More than the Bottom Line + Mental Models | 1. Weekly Reading - N/A 2. Work on Final Paper + Presentation | 1. Class Attendance + In-person Discussion 2. Weeks 9-14 Review 3. In-Class Case Studies - Putting Diversity to Work 4. Class Presentations | 1. Work on Final Project - ODP 3-5 pages 2. Final Presentation 7-10-page slide deck with 3-5 minute in-class presentation | 1. Class Attendance: 20 points 2. Final Project: 95 points 3. Final In-class Presentation: 95 points | 8 |