

MGT623 Legal and Ethical Issues in Management

(2 credit hours)

Course Syllabus

Course Description

The ethical and legal issues facing managers in the public and private sectors are the focus of this course. Current issues, regulations, trade practices, and liability will be discussed.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Apply ethical theories from a legal standpoint for business decision making.
2. Assess legal processes from a business perspective.
3. Examine the different sources of law in managing business practices.
4. Compare and contrast the different sources of law.
5. Analyze current legal and ethical trends in business management.

Required Textbook(s) and Resources

For this course a digital copy of your textbook is included with your DragonACCESS fees. Use the DragonACCESS tool in Moodle to view your book.

- Halbert, T. & Inguilli, E. (2018) *Law and ethics in the business environment* (9th Ed.). Cengage.

Note: this course may contain additional resources for specific activities or modules. Be sure to read the instructions carefully for individual assignments or activities for those requirements. Where applicable, Tiffin University has obtained permission to use copyrighted material.

Visit the [Tiffin University Library](#) for access to databases, research help, and writing tips. A link is also available in the Course Home area. I also suggest you register for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page.

If you register but cannot attend a live session, the library will email you a link to the session recording after the event.

For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help you plan your time and keep you on track toward successful completion, this course maintains a distinctive rhythm for assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

The learning activities for this course consist of discussions and writing assignments. Weeks 1 through 6 will have two discussions each week, while Week 7 will have one discussion. Discussion topics will be pertinent to the week's assigned reading. Writing assignments for Weeks 1 through 6 will be approximately 3-4 pages. The final writing assignment for Week 7 shall consist of 7-10 pages.

Key Assessment (Taskstream Submission)

This TU course features a "Key Assessment" that provides you the opportunity to demonstrate your program's core competencies. It also shows how the course fits within the broader curriculum. When submitting a key assessment, you will be asked to submit your course assignment in two locations: a) the course's regular Activity assignment and b) to the Activity's Taskstream Key Assessment Submission that is linked in the course assignment.

For this course, the assigned key assessment is Activity 7.2a: Private Property, Regulation, and the Constitution. Use the Activity 7.2b: Taskstream Key Assessment Submission link provided in this assignment to upload a second copy of your assignment submission.

Grading

The chart below identifies the individual contributions from each type of activity, per module.

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussion 1	25	25	25	25	25	25	25	175
Discussion 2	25	25	25	25	25	25	NA	150
Assignment	85	85	85	85	85	85	165	675
Total	135	135	135	135	135	135	190	1000

Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
F	<70%

Please see the [Academic Bulletin](#) for grade appeal information.

MGT 623 Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<input type="checkbox"/> MON: Class Introductions (Forum)
Week 1: Introduction to Law, Ethics, and Business	<input type="checkbox"/> WED: Activity 1.1 (Forum): Childhood Obesity and the Duty to Rescue (Initial Post) <input type="checkbox"/> WED: Activity 1.2 (Forum): Freedom of Religion in the Workforce (Initial Post) <input type="checkbox"/> SAT: Activity 1.1 (Forum): Childhood Obesity and the Duty to Rescue (Secondary Posts) <input type="checkbox"/> SAT: Activity 1.2 (Forum): Freedom of Religion in the Workforce (Secondary Posts) <input type="checkbox"/> SUN: Activity 1.3: Ethics and Employee Compensation Disparity
Week 2: The New Economy	<input type="checkbox"/> WED: Activity 2.1 (Forum): Re-visioning Work (Initial Post) <input type="checkbox"/> WED: Activity 2.2 (Forum): The Fair Labor Standards Act (Initial Post) <input type="checkbox"/> SAT: Activity 2.1 (Forum): Re-visioning Work (Secondary Posts) <input type="checkbox"/> SAT: Activity 2.2 (Forum): The Fair Labor Standards Act (Secondary Posts) <input type="checkbox"/> SUN: Activity 2.3: The Decline of the Corporation as We Know it
Week 3: Whistle-blowing	<input type="checkbox"/> WED: Activity 3.1 (Forum): Whistle-blowing: Conflicting Loyalties (Initial Post) <input type="checkbox"/> WED: Activity 3.2 (Forum): Whistle-blowing and Professional Ethics (Initial Post) <input type="checkbox"/> SAT: Activity 3.1 (Forum): Whistle-blowing: Conflicting Loyalties (Secondary Posts) <input type="checkbox"/> SAT: Activity 3.2 (Forum): Whistle-blowing and Professional Ethics (Secondary Posts) <input type="checkbox"/> SUN: Activity 3.3: Whistle-blowing and Food Safety
Week 4: Privacy: Technology, Surveillance, & Freedom	<input type="checkbox"/> WED: Activity 4.1 (Forum): Social Media and Ethics (Initial Post) <input type="checkbox"/> WED: Activity 4.2 (Forum): Technology and the Ethics of Privacy (Initial Post) <input type="checkbox"/> SAT: Activity 4.1 (Forum): Social Media and Ethics (Secondary Posts) <input type="checkbox"/> SAT: Activity 4.2 (Forum): Technology and the Ethics of Privacy (Secondary Posts) <input type="checkbox"/> SUN: Activity 4.3: Criminal Records and Ethical Hiring
Week 5:	<input type="checkbox"/> WED: Activity 5.1 (Forum): Gender Equality in the Workplace (Initial Post) <input type="checkbox"/> WED: Activity 5.2 (Forum): Equity in Compensation (Initial Post)

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Diversity: Equity & Justice for All	<input type="checkbox"/> SAT: Activity 5.1 (Forum): Gender Equality in the Workplace (Secondary Posts) <input type="checkbox"/> SAT: Activity 5.2 (Forum): Equity in Compensation (Secondary Posts) <input type="checkbox"/> SUN: Activity 5.3: Diversity in Employment
Week 6: Health & Safety: Workers Rights and Human Rights	<input type="checkbox"/> WED: Activity 6.1 (Forum): Religious Discrimination in the Workplace (Initial Post) <input type="checkbox"/> WED: Activity 6.2 (Forum): Risk in the Workplace (Initial Post) <input type="checkbox"/> SAT: Activity 6.1 (Forum): Religious Discrimination in the Workplace (Secondary Posts) <input type="checkbox"/> SAT: Activity 6.2 (Forum): Risk in the Workplace (Secondary Posts) <input type="checkbox"/> SUN: Activity 6.3: Health and Safety in the Workplace
Week 7: Environmental Sustainability	<input type="checkbox"/> WED: Activity 7.1 (Forum): Environmental Justice (Initial Post) <input type="checkbox"/> TH: Activity 7.2a: Private Property, Regulation, and the Constitution <input type="checkbox"/> SAT: Activity 7.1 (Forum): Environmental Justice (Secondary Posts)

Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. You should accept constructive feedback as a gift. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements in any given week are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
 - Fully participate in all learning activities.

- Complete assignments as described in rubrics or other instructions.
- Submit all work on time and in the specified format (e.g. APA format for citations).
- Utilize and incorporate instructor provided feedback to improve your work.
- Ask questions so you can better understand course material or assignments.
- Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
- Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructor to:

In general, your instructor should advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes. To accomplish this, your instructors should:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work, your instructor should:
 - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
 - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
 - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.
- In general, your instructor should advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at disabilityservices@tiffin.edu.

Additional Resources & Support

For technical support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200.

If you need to consult an academic advisor refer to our one-stop shop advising team list.

Website (Google Doc): [Online Graduate Academic Advisors](#)

Website (Google Doc): [Online Undergrad Academic Advisors](#)

For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) page. Veterans and active military can seek assistance from TU's [Veteran and Military Services Web Page](#).

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.

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