



“You will be a light on a hill that cannot be hid, bringing light in the darkness, hope to the traveler and direction to the nations.” Jesus

LEAD645-Ethical Leadership

Course Description (1-3 credits)

This course “explores the dynamics of moral leadership, ethical decision-making and the administrative role in institutional integrity in organizations and schools” (Andrews University Bulletin 2011-2012, p. 340). It provides ethical discussions, tools and resources to help leaders grow and act morally and foster better moral experiences in themselves and others. It uses religious and secular concepts, case studies and questions, as well as stories, research and reflections to help participants deal with deep ethical issues in their personal, social, and professional lives. It is themed on the triad and trifold of love, justice and humility.

Course Objectives

At the completion of the course each participant should be able to:

1. Understand the moral thinking of others in the course.
2. Understand ways they can improve their own ethical thinking and action.
3. Apply Biblical themes of ethics to moral leadership challenges.
4. Evaluate various approaches to ethics and ethical decision-making and craft a moral strategy to guide their own moral decisions, especially as leaders.
5. Create plans to grow the moral competencies of others and their organizations.

In addition to these general objectives, every participant will work on their OWN objectives (goals) and projects for the course. These are developed in the first assignment of the course. Some goals by past participants have been:

1. Clarify my professional calling and its ethical foundation.
2. Build a theoretical and religious value basis for my ethics and leadership.
3. Figure out how to relate “motives and surrounding influences” to social and legal requirements “before deciding right or wrong.”
4. Develop strategies to be flexible to the moral thinking of others while still “setting the compass” as a leader.
5. Learn about key ethical theorists.
6. Understand the basics of effective moral leadership in organizations, especially schools and make a plan to grow toward more effective leadership.
7. Write and publish an ethical case study or book review.
8. Take up a social justice issue and work with those advancing that cause.

The Assignment & Assessment area below will explain how individuals fulfill objectives in ways they can document for their portfolio (and instructors!).

Readings

Required

Johnson, C. E. (2012). *Meeting the ethical challenges of leadership: Casting light or shadow* (4th ed.). Thousand Oaks, CA: Sage Publications. (Amazon and Sage list as 2011 book but it has a 2012 ©).

Cooper, T. D. (2006). *Making judgments without being judgmental: Nurturing a clear mind and a generous heart*. Downers Grove, IL: InterVarsity Press.

Optional

Johnson, C. E. (2007). *Ethics in the workplace: Tools and tactics for organizational transformation*. Thousand Oaks, CA: SAGE Publications.

Selected Articles

Participants will select articles in Moodle or from the library based on their e-discussions or leadership or professional ethics projects.

Ethics is about reading, writing, discussing, reflecting and stating one's decisions and justifications. Yes: lots of words. That's why we read and post a lot.

Expectation & Evaluation

Accreditors estimate that one semester credit is equal to about 45-60 hours of work. If we round that to 50 hours and assign that 150 points, then 1 hour of work is about 3 points. Use these numbers when figuring out your work load. A 100 point assignment would represent about 30-40 hours of work. Participants can gain synergy by making sure the readings used for e-discussions also are useful in their papers, projects, or reflections.

Final grades are assigned by percent of points accumulated per credits taken:

1credit=150 Points
2credits=300 Points
3credits=450 Points

A	Excellent work	100-93%
A-	Very Good work	93-90%
B+	Good work	89-87%
B	Average work	86-83%
B-	Barely meets graduate level score for major/emphasis	82-80%
C+	Below acceptable graduate work for major/emphasis	79-76%
C	Not Acceptable work See AU Bulletin, pp. 289-291.	75-73%
C-	Not Good work	72-70%



Mercy giving sight to justice!

A statue at Samford University reminds law students of the role of mercy in justice

Assignments & Assessments

Each participant must plan their own course experience. They write this out on one page or one table with a statement of objectives and the list of projects or activities that will fulfill those objectives. All participants will include at least **10 e-discussions** (we call them posts) out of a possible 20+. **ALL MUST DO POST 1 & 17** which introduces each person and their plans, and shares ideas on leading the ethics of others. Beyond that, we are flexible. **ALL PLANS MUST INCLUDE AT LEAST ONE PROJECT OR ASSESSMENT BEYOND THE E-DISCUSSIONS.**

Beyond 10 posts, individuals are free to decide their work. Some complete more posts to fulfill their credit requirements. Most craft unique projects, analyze case studies, write papers or do a portfolio reflection paper. They will receive feedback on their plans at Post 1. Those taking this course for 1 credit, will design a plan for 150pts; 2 credits design for 300 points and 3 credits for 450 pts. The following table should help you plan (hint: cut and paste the table to your plan, deleting and adding items and listing your postings).

Sample Assignment Options

Type of Work	One Credit 45-60 hours (150pts)	Two Credit 90-120 hours (300pts)	Three Credit 135-180 hours (450pts)
Read, Post, Discuss	10 e-discussions (100pts) required	13 e-discussions (130pts) required	15 e-discussions (150pts) required
	List Posts Post 1: Intro/Plan Post 12: Project Update Post ??? (list 8+ others to complete your plan)	List Posts Post 1: Intro/Plan Post 12: Project Update Post ??? (list 8+ others to complete your plan)	List Posts Post 1: Intro/Plan Post 12: Project Update Post ??? (list 8+ others to complete your plan)
Read and Write	Book review (5pages; 50pts) Summary of a topic, ethicist or theory (5pg-50pts)	Book critique (7pages; 70pts) Evaluation reviews multiple topics or theorists (10-15 pages; 100pts)	Multiple Book Essay (15pgs-150 pts) Review and then develop a new ethical theory (20-25 pages; 200pts)
Read and Reflect	5 page portfolio overview of your ethical competency with some reflection (50pts)	10 page portfolio overview of your ethical competency with deep reflection (100pts)	15-20 page portfolio overview of your ethical competency, philosophy, and social responsibility (150-200pts).
Analyze and Decide	Write vignettes of cases of 1-5 pages (10-50 points)	Case Analysis (10pg-100pts)	Case Analysis with policy suggestions (20pg-200pts)
Plan and Do	Plan and teach a 3hour session on values or ethics to children (50pts)	Plan and teach a 3hour session on values or ethics to children (50pts)	Join a "group" to resist evil or promote good (e.g. Mothers against). Report your learning
Totals	150	300	450

E-Discussions

Nothing enriches ethical thinking as well as dialogue about leadership challenges. There will be over 20 e-discussion possibilities, but only 10 are required in each plan. You can do more if you select to. Use readings to help you craft your initial post. (It may also make you look wiser, so please read!). Respond thoughtfully to the posts of others. Be civil but honest, and confront when necessary. We suggest picking posts that especially correspond to the two textbooks required in this course.

- 1) Once you read, post a thoughtful response to the instructor's question(s). Your first post is worth ~5 pts so represents about 75-90 minutes of thoughtful reading and writing.
- 2) Then comment and dialogue with others. **YOU DO NOT HAVE TO RESPOND TO EVERYONE. IN FACT, DON'T!** Make it meaningful, not just chit-chat. sensitivity. Please make sure your subject titles (of your post) describe the content of your posts and responses. That makes it easier to follow a LOGIC in the e-discussions.

Assignments & Assessments (cont.)

Not all of you will pick the same topics for your e-discussions. So if after the first post 1 where you give your plan, you see others posting elsewhere, you can change. However, you don't have to. Professors Covrig and/or Ongo will be commenting on topics even if only one person has selected that topic.

Grading from a post to a full dialogue (this is subjective but so is life):

Initial Post	To Questioning	To Disagree/Agree	To Full Dialogue
A good first post Increase score by incorporating previous posts, and the reading. But make sure to speak YOUR mind.	You show you have done course reading and read other posts. You raise questions to generate dialogue.	Now we are talking to each other and comparing and contrasting ideas and concepts.	It is generative. Posts led to engagement. The dialogue leads to bigger or better moral view.
4-6 pts	5-8 pts	7-10 pts	9-10 pts

Other Possible Assignments

There are many other assignments you can do beyond discussions for this course. Just pick or create one, estimate the time it will take to do, and place that in your plan. You will also need to provide me a rubric by which to evaluate your project (you don't have to put that with your plan but you will need to send it at mid-TERM). Possible assessments to show competency:

1. Moral histories (personal, family, corporate or organizational)
2. Case studies
3. Book or article reviews
4. Media review (movie critique)
5. Moral improvement plan for employee
6. Moral improvement plan for students
7. Activist community project
8. Plan, execute and reflect on a Whistle-blowing activity
9. Code of Ethics for organization
10. Organizational ethics audit
11. Reflections
12. Position paper on controversial topic
13. And more....

Here are descriptions to some items to help you plan assignments.

Moral History (Moral History with Generational Ethics)

This may be best for those taking one credit and needing a 50 point item. Use your post on moral history and expand it into an essay about your own moral growth. You could use this to celebrate how God has gifted you with moral "mentors" who have helped you make better moral choices and live more ethically. You could also make this story a sophisticated confession and catharsis, in which you share your moral failings and how God has or is helping you out of those to better living. In other words, use the 5-7 page essay to do some moral Spring Cleaning.

You may also want to expand this project and make a moral history about your family, group or organization. That takes more research and we would require an addendum from some family or group members to triangulate if you got that moral history correct. That would be a 100 or 200 point project depending on the time you devoted to it.

Another variation of this would be to combine a moral history with either the generational ethical analysis post and/or post 13 on how you influence moral thinking and behavior of others (Post 13) and make it a history of your moral leadership of others or your attempt to live above the conformity (Romans 12:1-3), and not in the pattern of evil of "this perverse generation" (Luke 9:41; Acts 2:40; Philippians 2:15). Enumerate the evil in this generation that you have to work against and how that is manifested in your struggles for good. Your story of struggle reflects on the moral ideal in reference to the moral reality. It is your own great struggle between good and evil. Record and analyze this struggle.

Typical Post Cycle 7 day window

Read/Post	Dialogue	Last notes	Closed
Sun-Wed	Wed-Sun	Mon-Tues	Wed PM

Serious Syllabus

A syllabus is a contractual agreement between the university and participants created by faculty. It shows the scope, requirements, roles, objectives, grading, and acceptable behavior in a given course. This course requires participants to add their own individual goals and plans to that formal agreement. In keeping with the spirit of leadership, participants work out their plans to create a learning experience that will help them be more ethical and better leaders. A syllabus is also a contract with the rest of society that the instructor has helped a participant in the course master material that is represented in the course name.

To improve our ethics and morality, individual ownership is essential to the learning process. As such, those who individualize this course to meet their personal and professional goals usually do the best. The instructors obligation to Andrews University (AU) and society is to ensure that the work done is graduate level work that meets the hours and quality of graduate level work. Planning your projects and artifacts are crucial for your success and the instructors. Do your artifacts show advanced knowledge, wise and ethical dispositions and effective skills? Are they realistic for a 1, 2, 3 credit two month course?

Because circumstances may change, the syllabus may need to be updated. Also participants plans may need to change. This is reasonable but changes will and should be communicated.

Assignments & Assessments (Cont.)

Doing Ethics at Work

Participants who integrate get the most out of the course. Constantly think of ways to apply what you learn from your reading to your family, community, church or work will give your writing more authority.

For example, you may have found something useful in setting boundaries from the Professional Ethics post. Maybe you can plan to meet with your family to talk about your schedule and make sure you set realistic goals. Then you keep a log on your time to check your commitments.

Or you find an e-discussion something you want to mimic with your staff, a project could involve having your staff read material and set up a period for face to face talk. Report how you organized the event and what happened and your analysis of this process. Or, create a PPT or workshop activity and then share it at your church or work and report how others moral commitments grew as a result.

This is not easy as people often prefer being told what to do. But by taking the initiative to plan, you will achieve more than if the instructor tells you what to do.

Planning Projects

50 points	100 points	150 points	200 points
15-25 hrs	30-50 hrs	45-60hrs	60-80 hrs

The flexibility in hours depend on your ability to speed read, how well you leverage readings and postings into your projects and the speed at which you write well and can edit your material. We assume with larger projects you will have some greater efficiencies.

Book Review (50- 200 pages depending on the type of book and your analysis)

This is best for those needing professional publications or taking 2 or 3 credits in a doctoral program. Find a 2009 or newer scholarly book on ethics in an area you have some skills or opinions or in which you work. Read it and take thorough notes. Then write a review using the guidelines and rubric posted in Moodle. YOU MUST GET THE BOOK APPROVED BY THE INSTRUCTOR. In your plan, explain why you think the book and your review merit the points you give it.

Analysis of an Ethical Incident or Issue and Publish this as a full Case Analysis

This is best for individuals seeking three credits. It can be up to a 200 point project. Research and write up a case from your life or one you know a lot about, analyzing the steps and actions. Use the readings on ethical decision making, professional ethics, and moral leadership, critique what occurred and what went wrong and right in the case. Then make administrator and policy suggestions based on your analysis.

Ethic Philosophy Paper

Explore ethical theories, principles and paradigms from philosophical or religious or theological traditions and use those to critique your own religious and spiritual philosophy and practices. This could also be a paper useful for other competency and standards areas in your program: Philosophy, Worldview, Social Responsibility, etc. You could use this assignment to wrestle with a burning issue. For example: Many people find my "blood ethics" substitutionary atonement approach to morality to be odd and at best gruesome. Some would argue against sacrifice and for a mercy without bloodshed. These papers are my struggle with the fact Moses and the Old Testament Jewish believers kept alive the sacrificial system and then Christians applied it to Christ' sacrifice on the cross. It is seen even in vision in Revelation as an image continuing into the future. I wrestled with those issues in those papers. You wrestle with you own issues in a lengthy paper on the topic. How much would the paper be worth: I would say 10 points for each page and each reference you use, means a 10 page paper with 10 thoroughly used references would be work 100 points. 15 pages, 15 references, 150 points, etc.

My Ethical Decision Making

We all make decisions everyday and some of those are ethical decisions. Explore the dynamics of your own ethical decision-making processes and critique your thinking processes. This is like a case study but more introspective of your own thinking during the decision-making process. Use readings and discussions with significant friends and family to come to grips with where you need to improve. For example, in my analysis of my own decision-making process, I realize how much fear and trying to please others have warped a more logical decision making process. I have developed steps and strategies to help circumvent these pot holes to my thinking.

Write a Biography of a moral leader

Write an ethical biography of past heroes or villains and critique their moral lives to better understand the passions, practices and principles that guided their lives. These could be based on famous historical figures like Washington, Mother Teresa, Adolph Hitler or Jezebel, or it could be based on less know modern heroes and villains. If you do this, plan on reading some of Robert Coles works in this area.

Act your Ethics

Most of us probably act out our moral beliefs even less than we think them out. One solution would be to turn this course into a place to try out a new moral belief or action. It would be to engage in a moral act you have long wanted to do and reflect about your experience so you can actually learn if you mind is taking you the right directions. Have you wanted to speak up against evil at work or in your church, but been afraid to act? Why not do it as part of a class assignment? State the context and your plan. Explore the possible negative and positive outcomes. Then make a plan to do it. Do it. Then reflect about what happens. Maybe you were wrong to do it, but sometimes we don't know until we take a calculated risk.

Plan on creating a rubric to evaluate your proposed projects. These will be shared in the mid-term post. The Moodle section on rubrics will provide material to help you create rubrics.

OUTLINE-SHORT

Post	Date	Topic	Read	Post or Misc
1	Sept 4	Introduction	Syllabus; Covrig Intro; Samples	Personal intro, moral history and your plans
	Part 1: Diagnosing our Moral Problems			
2	Sept 11	Moral Crisis	Johnson: Preface, Ch. 4	Are we really as evil as Johnson suggests?
3	Sept 11	Leadership as Cure or Curse?	Johnson: Ch 1, 1 Samuel 8	How are leader motivations, decisions, and expertise alleviating or causing moral crises?
4	Sept 18	We are All Messed Up	Johnson: Ch 2; Generation Ethics; Deut 32:20; Acts 2:38-45; 2 Tim 3:1-9	Is the current generation better/worse/same as past ones? Why? What are your criteria? Will the next generation be better/worse/same?
	Part 2: Looking for a Moral Resolution			
5	Sept 18	Be Good, Deep Inside	Johnson, ch. 3; Mark 7:14-23;	Evaluate your character from chapter themes. Is your character promoting or preventing moral improvement in your community?
6	Sept 25	Think Better with Ethics	Johnson, ch. 5; Handouts on Philosophy	Ethics promises to guide us. What approach do you think promises most? Why? Can they help us?
7	Sept 25	Make Better Decisions	Johnson, ch. 7; Handouts on Decision- Making	How do you decide? How should you decide? How can you improve your decisions?
8	Sept 25	Have Better Genes & Health	Wilson's "Biology & Morality" Mark 7:14-23;	Can better genes and healthier bodies save you from poor ethics and bad morality?
9	Oct 2	Be More Religious	Religion handouts; Tinder (1989)	Do we need God to be ethical? If yes, what do we need from God? If not, why not?
10	Oct 2	Judeo-Christian	Use web-sites and handouts to explore unique aspects of Judeo Christian ethics-	Is the blood system (i.e. sacrifice of lambs or The Lamb) that permeates both religions very good for morality? Why can't law and grace work without blood?
	Part 3: Promoting Moral Judgment in Our Work			
11	Oct 9	Group Dynamics of Ethics	Johnson, ch. 8;	How can group processes and dynamics improve or stifle good ethical decisions and culture?
12	Oct 9	Ethics Project Progress Report	Post your paper or share progress on projects and give a draft of your rubric. Required of all those who have non-e-discussion projects. Give feedback to others.	
13	Oct 9	Organizational Ethics	Johnson, ch. 9;	Can organizations be ethical agents, explain? If so, describe your organizations ethics.
14	Oct 16	Professional Ethics	Covrig, 2011 or Covrig 2000 (similar ideas, but the 2011 centers around the divine)	How can a professional use the tensions of their relationships to improve moral practice?
15	Oct 16	Moral Leadership 101	Johnson, ch. 6,	Which approach to moral leadership fits best Christianity? Which one do you believe in most?
16	Oct 23	Moral Administration	Covrig, 2000 "Moral Admin"	How can you influence a person, group, or organization to do better ethics or morality?
	Oct 30	Drop Box Draft	If you want me to grade your project so you have time to rewrite before the final grade, then you need to drop this in the grading area	
	Part 4: Promoting Moral Healing in Our World			
17	Oct 30	Moral Calm in Major Storms	Johnson, ch 11; 1 Thessalonians 2; Matthew 24:1-14	What moral crises have you helped resolve? What prepares for coming moral storms?
18	Nov 6	Global Ethics	Johnson, ch. 10 Listen to Dr. Wolf	Is ethics cultural?
19	Nov 13	Judgment v Judgmentalism —Pt 1	Cooper (2006) ch 1-4	TBD
20	Nov 20	Judgment v Judgmentalism —Pt 2	Cooper (2006) ch 5-7	TBD
21	Nov 20	Advent Ethics	Covrig "Advent" ethics	What do you like about, find confusing or reject in Duane's defense of an Adventist ethic?
22	Nov 27	Women & Ethics	TBD	TBD
	Nov 27	DROP BOX	Best Rough Draft. Give us your work and we will give you feedback on it.	
23	Dec 4	Women & Ethics	TBD	TBD
	Dec 4	Feedback	We plan to give feedback Nov 27 through Dec 4 so you can rewrite your projects for a better grade (if it is needed or desired)	
	Dec 11	DROP BOX	All material due for final grading; Grades Posted Monday Dec 17	

OUTLINE-DETAILED

Post	Post Due	Topic	Read	Post
1	Sept 4	Introduction	Syllabus; Covrig Intro; Samples	Personal intro, moral history and your plans
	Read this syllabus; create your ethics course plan; and read my introduction. Introduce yourself, (2) share your moral history (what and who shaped you and what you value, and (3) announce what e-discussions and projects you plan to do. Introduction of yourself. Be confidential but share what you can: Name, Position, family life, work (short resume of your experiences), religious heritage/persuasion (if any), and the two ethical values you consider BIG in your life and that guide your work. And give a result you hope to have from this course. Honesty counts more than niceties. Moral History: Provide a short moral history of what has influenced your moral thinking and behavior: culture, family, socioeconomics, early school-church experience, TV, music, or other medial, mentors, teachers, sports-coaches. What is your thinking about ethics and what values do you hold most dearly when thinking about what is right, good, noble, and praise-worthy. The purpose is to get us thinking about what has influenced our moral natures (thinking, being, doing). For those creative individuals, I would say to draw pictures, arrows, and to add a little graphical pizzazz. For the rest of us, words will do. Your plans –List and explain what posts you plan to do and what projects you want to accomplish for your ethics competency/standard. By having choice in your learning you increase your chance to make this course count.			
	Part 1: Diagnosing our Moral Problems			
2	Sept 11	Moral Crisis	Johnson: Preface, Ch. 4	Are we really as evil as Johnson suggests?
	Read Johnson's analysis of evil, especially in the preface, introduction, and ch. 4, (but spread throughout ch 1-4). Is he too pessimistic? Are we really as morally bankrupt as he suggests? Who are the most bankrupt? What are they/we doing that is so bad? Does he have any data or statistics or facts to justify his claim? Do you agree? Do you have statistics to support your claims?			
3	Sept 11	Leadership as Cure or Curse?	Johnson: Ch 1, 1 Sam 8	How are leader motivations, decisions, and expertise alleviating or causing moral crises?
	Read Johnson ch. 1 and 1 Samuel 8. God pleaded with Israel not to have a king, be satisfied with prophets and judges. He gave practical reasons for this advice. They wanted it anyway. So God picked the best king He could find, Saul. And look how that ended up. Even the best kings had major problems. Is leading different from or similar to "kinging?" Is it inevitable that leading will lead to corruption? How can leadership bring greater temptations or more potential evil? How can it bring better moral growth? What stories from the chapter most hit home to you on the good, the bad and the ugly of leading? How is your leading good, bad, and ugly?			
4	Sept 18	We are All Messed Up	Johnson: Ch 2; Generational Essay; Deut 32:20; Acts 2:38-45; 2 Tim 3:1-9	Is the current generation better/worse/same as past ones? Why? What are your criteria? Will the next generation be better/worse/same?
	Some people find it rewarding to look around and see how messed up the world and its leaders are. To push others down moves them up the moral ladder. Read chapter two and think about the shadows in your life or the ones you cast on others. Read the texts about being part of a wicked generation. Watch the 5 minute video http://www.youtube.com/watch?v=eN1LokcHs_A&NR=1 What is your role in causing the moral problems in the world? What has been or remains the worse wickedness in your life?			
	Part 2: Looking for a Moral Cure			
5	Sept 18	Just Be Good, Deep Inside	Johnson, ch. 3; Mark 7:14-23;	Evaluate your character from chapter themes. Is your character promoting or preventing moral improvement in your community?
	Even if you reject the idea our society is not that bad, you have to admit, all of us could get better. So in the next many posts, we look at potential ways to improve morality. We start with looking at our characters. What character qualities do you have? Overall, is your character helping or hurting your community? How do you plan to improve your character qualities?			
6	Sept 25	Just Think Better with Ethics	Johnson, ch. 5; Handouts on Philosophy	Ethics promises to guide us. What approach do you think promises most? Why? Can they help us?
	Colleges throughout the world teach their youth ethics hoping it will improve them and society. This chapter provides a great summary of moral theories. What approach do you think promise to help you improve your practice the most? Why? Which ones are most compatible with modern thinking? With Christian thought? With American practice? What contribution to these theories really make to improving morality?			
7	Sept 25	Just Make Better Decisions	Johnson, ch. 7; Handouts on Decision- Making	How do you decide? How should you decide? How can you improve your decisions?

	I have a lot of material on this particular topic. I think we all can improve our decision-making processes. Read this material and explain how you decide issues, especially ethical ones, and then critique your processes using some ideas from the chapter. Describe a decision on an ethical issues that shows success in making a decision. Describe one that shows failure. List two or three things you plan to do in the future to improve your decision-making.			
8	Sept 25	Just Have Better Genes & Health	Wilson's "Biology & Morality" Mark 7:14-23;	Can better genes and healthier bodies save you from poor ethics and bad morality?
We have been focusing on the head—the character, the thoughts, the decisional processes. However, maybe the flesh—the body and all its impulses—is what is most holding us back from our moral improvement. Read Wilson's two part article on biology and morality at http://www.theatlantic.com/past/docs/issues/98apr/biomoral.htm (Pt 1) and then http://www.theatlantic.com/past/docs/issues/98apr/bio2.htm (Pt 2). What do you think of his ideas? Even “secular” ethicists have critique Wilson. See http://obsidianwings.blogspot.com/obsidian_wings/2008/10/e-o-wilson-on-b.html You may also want to see a critique of the critique at http://www.strangedoctrines.com/2008/10/is-moral-philosophy-impervious-to-biology.html This argument-counterargument goes on forever within ethics. It is the main reason I have turned my interest toward deeper spiritual solutions to moral problems.				
9	Oct 2	Just Be More Religious	Religion handouts; Tinder (1989) OR Kaiser (2009)	Do we need God to be ethical? If yes, what do we need from God? If not, why not?
We now turn to God and/or the human experience of God. Does believing in God make an ethical difference? According to atheists it does, by creating unethical ideas. Others report it helps them live well. ---Read Tinder at http://www.freerepublic.com/focus/news/798308/posts Then look through my religious handout. We have looked at different ways to improve ethics. View strong arguments that God hurts morality: http://www.youtube.com/watch?v=hCovYF51qHE&feature=related Much of the modern mindset has gone the way of the Beatles: “Imagine there's no Heaven, It's easy if you try; No hell below us, Above us only sky. Imagine all the people, Living for today; Imagine there's no countries, It isn't hard to do, Nothing to kill or die for And no religion too, Imagine all the people, Living life in peace.” Is God good or bad for morality? And, even if you decide God is okay for morality, is religion, the human experience of God, good or bad for morality? Be honest. Give examples.				
10	Oct 2	Judeo-Christian	John 1:13; Use web-sites and handouts listed below to explore Christian ethics.	Is the blood system (i.e. sacrifice of lambs or The Lamb) that permeates both religions very good for morality? Why can't law and grace work without blood? Does being born-again improve one's ethics and morality? If so, how? If not, why not?
Jewish religion and later Christianity and Islam has given the world a monotheistic view of God, complete with a creation story, the ten commandments and the revelation of prophets. The blood of lambs and goats was part of the restorative process for Jews and the Blood of Christ for Christians in their moral healing. Is all this violence of blood very good for an ethic. Is the call to blood sacrifice a better approach to ethical purification than traditional Greek “thinking?” It seems so graphic, life-destroying. I have had Christians in the past in this course get really upset at all the blood systems. What do you think? Is it useful to keep reminding us that there is a lot of blood dripping from the Bible. Won't being born of God, through blood, make a huge difference? But sadly Don't we all know a lot of born-again moral reprobates? What good is all this blood? Delaney's challenges all three Abrahamic based ethics faiths in her cutting critique on Abraham in http://www.scu.edu/ethics/publications/submitted/delaney/delaneypaper.html John 3:3 “Truly, Truly, I say to you , unless one is born again, he cannot see the kingdom of God” (NASB). Can we argue that atheist won't get it and will even think we are stupid and unethical to talk about blood as moral cure? Or do you even find this odd?				
Part 3: Promoting Moral Healing in Our Work				
11	Oct 9	Group Dynamics of Ethics	Johnson, ch. 8;	How can group processes and dynamics improve or stifle good ethical decisions and culture?
We have looked at ways—from ethical theory to biology to religious teaching—to improve morality. We now get back to the mechanics of how your morality can influence the morality of others. Johnson's chapter 8 is a wonderful review of ideas on how this influence can work. Using case study 8.2 as reference, How easy is it for a group to make a moral mistake? Is there a different between engineering and professional mistakes and moral mistakes?				
12	Oct 9	Ethics Project Progress Report	Post your paper or share progress on projects and give a draft of your rubric. Required of all those who have non-e-discussion projects.	
Please state the points your aiming for with your project, the amount of work you have put into it and the estimate of the amount of work to come in the next month. Also provide the rubric you suggest the instructor use to evaluation this project. Peek in on the work of others to get some ideas for your own. Give feedback that you think will improve their work.				
13	Oct 9	Organizational	Johnson, ch. 9;	Can organizations be ethical agents, explain? If so, describe your

		Ethics		organizations ethics.
	Organizations create the lanes down which most of us drive our careers? They frame our ethics as well as our daily schedules. Using the case 9.3 about Washington Mutual failure, talk about the signs of moral decay that can help us see when organizations are going foul. Which of those signs are evident in your organization? What are other signs of moral decay in your organization? What are ways the organization can self-correct?			
14	Oct 16	Professional Ethics	Covrig, 2011 or Covrig 2000 (similar ideas, but the 2011 centers around a more Christian view)	How can a professional use the tensions of their relationships to improve moral practice?
	This is one of my favorite areas to lecture so I will include an audio link. Please read my 2000 or 2012 article about the conflict and complimentary nature of professional relations? How are you doing in managing these relationships? Who is getting the most from you and why? Who is getting shorted and why? How can you improve the response to these relationships so you can make your professional life better?			
15	Oct 16	Moral Leadership 101	Johnson, ch. 6,	Which approach to moral leadership fits best Christianity? Which one do you believe in most?
	Which approach to moral leadership outlined by Johnson fits best Christianity? Which one do you believe in most? As a follower, how would you have tried to help the leaders in cases 6.1 and 6.2? How do you help your leaders keep moral? As a leader, how do you help your followers keep you on the “righteous path?”			
16	Oct 23	Moral Administration	Covrig, 2000 “Moral Admin”	How can you influence a person, group, or organization to do better ethics or morality?
	Many people want to be leaders but administration is the beauty of leading within an organization. It is improving management as a way of improving an organization’s ethics. Using previous readings or my 2000 article, explain how you influence a person, group, or organization’s ethics or morality? What more could you do?			
	Oct 30	Drop Box Draft	If you want me to grade your project so you have time to rewrite before the final grade, then you need to drop this in the grading area	
	Part 4: Promoting Moral Healing in Our World			
17	Oct 30	Moral Calm in Major Storms	Johnson, ch 11; 1 Thessalonians 2; Matthew 24:1-14	What moral crises have you helped resolve? What prepares for coming moral storms?
	Can we be moral in crisis situations? Does morality criteria change when people could die or when food is scarce? Using case 11.1 address these issues. Then conclude by telling us stories when you faced a moral crises and helped resolve it? What prepares you for the coming moral storms? What decisions can you make in advance?			
18	Nov 6	Global Ethics	Johnson, ch. 10; Listen to Thom Wolff https://andrews.adobeconnect.com/_a877709416/p6tbzujonuk/?launcher=false&fcsContent=true&pbMode=normal	Is ethics cultural?
	Nov 13	Feedback	I hope to be able to post feedback on Drop Box Items	
19	Nov 13	Judgment v Judgmentalism —Pt 1	Cooper (2006) ch 1-4	TBD
	This has become one of my favorite books on helping people judge better.			
20	Nov 20	Judgment v Judgmentalism —Pt 2	Cooper (2006) ch 5-7	TBD
	Return to case 6.2 about the two judges who were harsh on kids to increase kick-backs from for-profit juvenile facilities. How would judge the judges in their travesty of judgment?			
21	Nov 20	Advent Ethics	Covrig “Advent” ethics	What do you like about, find confusing or reject in Duane’s defense of an Adventist ethic?
22	Nov 27	Women & Ethics	TBD	TBD
	Nov 27	DROP BOX	Best Rough Draft. Give us your work and we will give you feedback on it.	
23	Dec 4	Women & Ethics	TBD	TBD
	Dec 4	Feedback	We plan to give feedback Nov 27 through Dec 4 so you can rewrite your projects for a better	

			grade (if it is needed or desired)
	Dec 11	DROP BOX FINAL	All material due for final grading; Grades Posted Monday Dec 17

Policies and “Legal” Information

COURSE DELIVERY/INSTRUCTIONAL STRATEGIES/TECHNOLOGY

Delivery. This course uses a variety of learning strategies adapted to online delivery. Candidates will experience community on-line and use the internet and field based research and application to grow morally. They will read or listen to lectures and view presentations by the professor and fellow participants via online media. Candidates also plan and do several self-paced ethics projects which typically require online and computerized technology.

Resources. This course uses a variety of materials. It has posted a bibliography of what I consider the best resources of ethics. It also has a whole section of the best articles on morality. You may want to use these in your own development in ethics.

Technical Requirements: In order to take web-based, on-line classes, you need access to an internet connected computer with decent processor speed and the ability to download, view and listen to online material. The faster the internet and computer speed the better. However, if your computer was born after 2000 it should work. Students are responsible for purchasing and maintaining all computer hardware and software required for their participation in this on-line courses. While many recommend Internet Explorer some prefer Firefox or other browser. You may want to test your ability to access online material and decide what browser is best for your work. As “students” at AU, you have access to major reductions to certain software. For example, I recommend you upgrade to the latest version of Windows OS and MS OFFICE, or Mac MS OFFICE. See http://www.andrews.edu/services/its/client-services/store_hrs.html

Andrews University Computers and Network Usage Policy. As a part of its educational mission, Andrews University provides data communications and computing services to University students, faculty, administration, and staff. The following policies and guidelines (found at http://www.andrews.edu/ITS/policies/C_N_Policy1.htm) are established to maximize the educational benefit realized from the considerable investment of resources necessary to operate and maintain these facilities. Non-compliance with these policies and guidelines may result in penalties of varying degree. Please take just a few minutes to read these guidelines. For this class especially, certain activities are considered inappropriate use of computing facilities. These include electronic chain letters, pyramid schemes, mass-mailing of unsolicited e-mail and "spamming". Spamming refers to the mass postage of a single message to multiple Newsgroups regardless of whether the message is relevant to each group's topic.

E-Mail Policy. This is an important note to all students regarding the use of e-mail addresses. You will need to be aware that by enrolling in this course your e-mail address will be made available to on-line tutor(s), technical and administration support staff and students within your tutorial support group as part of the normal delivery process for these courses. The release of e-mail addresses to persons other than those listed is forbidden unless written permission of the student is obtained.

ANDREWS MISSION, ELEMENTS AND STANDARDS

A. Andrews University MISSION

Please read the full mission at <http://www.andrews.edu/about/mission.html>. The major link of that mission to this class is: Seek knowledge as they

- Commit to a mindset of intellectual discovery
- Demonstrate the ability to think clearly and critically

Affirm Faith as they

- Nurture life in the Spirit through a personal relationship with Jesus Christ [or the Divine, if they are not Christian]
- Demonstrate personal and moral integrity
- Embrace a wholesome way of life
- Respect ethnic and cultural diversity

Change the World as they go forth to

- Cultivate the capacity for creative problem-solving and innovation
- Commit to generous service through civic engagement
- Create a caring culture of global leadership

B. School of Education (SED)

Mission. The mission of the School of Education at Andrews University is to serve an international clientele, preparing educators for excellence in thinking, teaching, service, and research. As **companions** in learning, students and faculty are committed to

global Christian service. The mission is succinctly captured in the phrase “To Educate is To Redeem” through **harmonious development of students for service**. The mission is expressed through six Elements that reflect the ideal development for all graduates of the School of Education. They are:

Elements

1. Worldview – addresses appreciation of the perspective of others and development of a personal philosophy from which action and service arise (WV).
 2. Human Growth and Change – addresses principles of group behavior and learning, and the use of these principles to effect positive change (HGC) [focus on social growth]
 3. **Groups, Leadership**, and Change – addresses principles of group behavior and the use of these principles to effect positive change for individuals and organizations (GLC).
 4. Communication and Technology – addresses oral, written, intrapersonal, and interpersonal communication as the essence of human behavior and technology as it enables, supports, and enhances human interaction and learning (CT).
 5. Research and Evaluation – addresses valuing and conducting disciplined inquiry for decision-making (RE)
 6. Personal and Professional Growth – addresses commitment to holistic personal and professional growth (PPG)
- C. Leadership and Educational Administration Department (LEAD)
Mission–The Leadership and Educational Administration Department develops a community of scholar-practitioners who transform the power of knowledge into service. Its core values include: community, service, integrated life, and human dignity.
- D. See your program specifics online for Educational Leadership, Higher Educational Administration and Leadership
Mission – The Educational Administration segment of LEAD prepares effective, educational administrators for servant leadership in educational settings.

Instructor Information

Duane Covrig, PhD
Mordekai Ongo, MA, MBA
Leadership Department
Andrews University

We love teaching ethics. That is why we have and give you lots of stuff AND choices!

We want you to grow in love, justice and humility! You will need to use your head, heart (emotions) and hands to do that.

Contact us through the Moodle system, email covrig@andrews.edu or ongo@andrews.edu or cell phone call Duane (269.313.3437). Short questions are best addressed by cell phone but more complex ones best by email. For sharing and learning together, Moodle is the best way to communicate.

Academic Integrity

Learning to be a scholar is vital to your development. It involves more than simply producing artifacts of scholarship (i.e. papers and presentations). It involves the attitude and skills of scholarship that are life-changing and empower you for a life of effective service. Academic integrity is part of scholarship. As such, dishonesty shortchanges your scholarly development and foists a fraud upon the scholarly community. If you have any confusion about your role as a scholar in using scholarly material contact your instructor. In general, "plagiarism is the failure to cite sources properly.... The rules are not complicated. (1) For exact words, use quotation marks or a block indentation, together with the citation. (2) For a summary or paraphrase, show exactly where the source begins and exactly where it ends: Introduce the borrowing with a comment about it and close it with the citation" (Harris 2001, p. 133). The submission of work, which includes the work or ideas of another without citing or attributing them to their author possibly, constitutes plagiarism. Assignments which are plagiarized will be given a failing grade and their authors treated in accordance with AU Honor Code on academic dishonesty as stated in the Andrews University Academic Calendar.

Special Needs

“Andrews University accepts and appreciates diversity in its students, including students with disabilities. Accordingly, students are encouraged to inform the university of any disability and to enter into a dialogue regarding ways in which the university might reasonably accommodate them. Disabilities must be documented by a qualified, licensed professional within the last five years to qualify for accommodations. Early registration of a disability with the Student Success Center will facilitate timely accommodation.” (2005-2006 AU Bulletin, p. 16).

Andrews Writing Center (summer services)

The Writing Center will be open for limited summer hours from 11 a.m.-2 p.m., Monday through Thursday. It is located in the James White Library, room 133. This is a free service available to students on our campus. Due to limited hours, longer papers may be referred to an outside tutor for a fee (e.g. PhD dissertations, theses, project papers etc.) Contact Charee Tardiff for more information at tardiff@andrews.edu or by calling 906-399-2000.

How do you know if you are learning

Finally, how would the instructor or a participant know if they are moving toward effective learning. Learning is:

Individualized/Personalized—The participant is engaged with the content (reading, discussion, etc.) in a personal and professional way (struggles, family, successes, work, church life, etc.) and not just writing abstractly or in vague generalities.

Integrated—The course and the participant is bringing together social, emotional, intellectual, social, and spiritual understandings that work to integrating their identity as a whole. This may also include linking knowledge, attitudes (dispositions) and performance (skills) into a more cohesive authentic self.

Embedded— The course or the participant is using the ideas at work or in their leadership lives.

Inquiry—The course or the participant is creating generative ideas that raise more questions, but questions that lead to fuller understanding or a desire to search and find to discover more understanding.

Interpretive—The course or the participant is leading you to make deep reflections about the material that leads to insightful understandings about YOUR life and your work in ethics and morality, or about the whole system of ethics in which your life is embedded.

References

Harris, R. A. (2001). *The plagiarism handbook: Strategies for preventing, detecting, and dealing with plagiarism*. Los Angeles, CA: Pyrczak Publishing.