

Perris Union High School District

Course of Study

A. COURSE INFORMATION

Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">RCOE Intermediate Business Ethics</div> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised	Subject Area: <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input checked="" type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	Grade Level MS HS 5 6 7 8 9 X 10 11 12
If revised previous course name if changed <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Is this classified as a Career Technical Education course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No PATHWAY: Entrepreneurship/Self Employment	
Transcript Course Code/Number: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">608271/608272</div> (To be assigned by Educational Services)	<p style="text-align: center; background-color: yellow;">To be completed by Human Resources only.</p> Credentials Required to teach this course: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> <i>Designated Subjects: Career Technical Education: BUSINESS and Finance</i> <i>Single Subject: BUSINESS and Finance</i> </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 2px; width: 60%;"><i>Spik Shilton</i></div> <div style="border: 1px solid black; padding: 2px; width: 30%;"><i>7-28-2021</i></div> </div> <p style="text-align: center;">Signature Date</p> CalPads Code: 8330	
Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Was this course <u>previously approved by UC</u> for PUHSD? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Unit Value/Length of Course: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
Submitted by: Dian Martin Site: Educational Services Date: 07/27/2021		
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		<i>7/29/21</i>
Asst. Superintendent of Educational Services		<i>7/30/21</i>
Governing Board		

RCOE INTERMEDIATE BUSINESS ETHICS

DATE:

INDUSTRY SECTOR: Marketing, Sales and Services Sector

PATHWAY: Entrepreneurship/Self-Employment

CALPADS TITLE: Entrepreneurship/Self-Employment (Concentrator)

CALPADS CODE: 8330

HOURS:

Total	Classroom	Laboratory/CC/CVE
180	180	0

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Market Research Analysts and Marketing Specialists	13-1161.00	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	41-4012.00
Online Merchants	13-1199.06	Marketing Managers	11-2021.00

COURSE DESCRIPTION:

The RCOE Intermediate Business Ethics course will expose students to ethical concerns that may occur in general business scenarios. As a result, students will gain the tools necessary to analyze those dilemmas and develop solutions through an ethical decision-making framework. Among the issues that students will examine include corporate social responsibility, business culture, diversity, discrimination, harassment, the law, marketing practices, management and leadership, and the environment. Students will also learn about the impact of decision-making on the climate and culture of a business and its customers.

A-G APPROVAL: G

ARTICULATION: None

DUAL ENROLLMENT: None

PREREQUISITES:

Prerequisite
RCOE Introduction to Business and Entrepreneurship

METHODS OF INSTRUCTION

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

STUDENT EVALUATION:

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

INDUSTRY CERTIFICATION:

- None

RECOMMENDED TEXTS:

- Business Ethics: Ethical Decision Making and Cases; Authors: Ferrell, Fraedrick, and Ferell; Publisher: Cengage Learning; 11th Edition/2017
- Ethical Theory and Business; Authors: Arnold, Beauchamp, and Bowie; Publisher: Cambridge University Press; 10th Edition/2020
- An Introduction to Business Ethics; Author: DesJardins; Publisher: McGraw Hill; 6th Edition/2020

PROGRAM OF STUDY

Grade	Fall	Spring	Year	Course Type	Course Name
9, 10, 11, 12				Introductory	RCOE Introduction to Business and Entrepreneurship (ID)
10, 11, 12				Capstone	RCOE Intermediate Business Ethics
11, 12				Capstone	RCOE Advanced Business Management (ID)
12				Concentrator	RCOE Applied Business E-Commerce (ID)

I.	UNIT 01: BUSINESS ETHICS	CR	Lab/ CC	Standards
	<p>In this unit, students will explain the reasons for studying business ethics. Additionally, students will examine the history of business ethics in the United States within 5 stages from the 1960's through the 2000's and explicate the benefits of each stage to employees, investors, customers, and profits. Government regulation vs self-regulation (organizational ethics programs) will be considered to apply to cases where unethical actions led to change.</p> <p>Key Assignment</p> <p>Students will design a timeline for the development of business ethics by decade. Each development will identify any related case law (i.e., case name and year) as well as rationalize which group benefited from the development (i.e., employees, investors, customer, or company/profits) and how.</p>	15	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Ethics and Legal Responsibilities: 8.3, 8.5</p> <p>CTE Pathway: C1.2</p>
II.	UNIT 02: ETHICAL DECISION-MAKING	CR	Lab/ CC	Standards
	<p>In this unit, students will develop a framework for ethical decision-making and classify factors that influence business decisions. Students will also examine the opportunities which create conditions for behaviors and evaluate the outcomes that arise as a result. Student will analyze situations that are vague or in conflict with making clear decisions and determine standards for decision-making, including principles and core values.</p> <p>Key Assignment</p> <p>Students will develop an ethics program for a business that will encourage an ethical climate and culture. The ethics program will include:</p> <ul style="list-style-type: none"> • An explanation of 3 core values that will define the culture of the business. • A code of conduct listing 3-5 employee behaviors that support the core values. • Identify 2-4 laws or regulation that the core values and/or code of conduct addresses. 	15	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.4</p> <p>CTE Pathway: C7.3</p>
III.	UNIT 03: CORPORATE SOCIAL RESPONSIBILITY	CR	Lab/ CC	Standards
	<p>In this unit, students will analyze the purpose a corporation should serve in society as well as identify the social responsibility of that business. Additionally, students will distinguish between the roles of shareholders and stakeholders, review the elements of a company-centered model for corporate governance, and shareholder engagement. Students will explore the relationships of all stakeholders and the executives who manage the business.</p> <p>Key Assignment</p> <p>Students will create a chart that differentiates between shareholders and stakeholders. Included in this chart will be an explanation of the social responsibility for shareholders and the impact of stakeholders on business. In developing this chart, students will present a balanced perspective as well as offer recommendations in order to improve ethical practices for each group.</p>	15	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Health and Safety: 6.2</p> <p>CTE Pathway: C3.5</p>
IV.	UNIT 04: ETHICAL THEORY	CR	Lab/ CC	Standards
	<p>Students will examine fundamental concepts of morality and its influence on ethics. Students will evaluate the history and study of ethics and three contemporary trends in ethical theories: rights, virtue, and morality. As a result, students will adapt a multi-step, ethical decision-making procedure that serves to resolve ethical issues in business.</p> <p>Key Assignment</p> <p>Student groups will be presented with a pharmaceutical business case study. The student groups will then apply the multi-step ethical decision procedure which will</p>	15	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Problem Solving and Critical Thinking: 5.1, 5.2 Leadership and Teamwork: 9.1</p> <p>CTE Pathway:</p>

	require each to acquire the facts, identify the stakeholders, determine the appropriate actions, consider the consequences, and recommend a sound decision to a panel.			C2.2
V.	UNIT 05: WORKPLACE DIVERSITY, DISCRIMINATION, AND HARASSMENT	CR	Lab/ CC	Standards
	<p>In this unit, students will reflect on laws for hiring and advancement used to create equitable opportunities in the workplace. Students will study Title VII of the Civil Rights Act of 1964 that protects both men and women from sex discrimination in the workplace. Students will categorize sexual harassment claims as either “quid pro quo” or “hostile work environment.” Students will analyze company diversity goals for hiring and promotion set through diversity policies.</p> <p>Key Assignment</p> <p>Students will create a company brochure informing staff of 3 company policies address the following workplace issues: diversity, discrimination, and harassment prevent. In the brochure, students will present each company policy, a specific business operation, and its impact on workers and the workplace. Additionally, students will relate each policy to a Supreme Court ruling in order to demonstrate its foundation in the law.</p>	15	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Ethics and Legal Responsibilities: 8.2 Leadership and Teamwork: 9.6</p> <p>CTE Pathway: C11.4</p>
VI.	UNIT 06: EMPLOYEE LEGAL RIGHTS AND RESPONSIBILITIES	CR	Lab/ CC	Standards
	<p>In this unit, students will interpret the “employment at will” principle in the United States, due process, and laws established to protect workers. Students will scrutinize the regulation of workplace risks for employee health and safety on the job as well as regulatory agencies and their scope. Students will judge moral principles for respecting people.</p> <p>Key Assignment</p> <p>In groups, students will be assigned 1 of 6 employee situations/issues to evaluate: outsourcing, sexism, off-duty, firings, manufacturing, and safety. Students will then develop an ethical decision on how the company should proceed which also respects the rights of employees in the workplace. Students will detail the decision, how it will impact workers, and rationalize why this is the best course of action for the company. The solution may be presented as a role play, a digital slide deck, or a presentation.</p>	15	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Career Planning and Management: 3.2, 3.6 Health and Safety: 6.2, 6.7</p> <p>CTE Pathway: C3.1</p>
VII.	UNIT 07: MARKETING ETHICS FOR PRODUCTS, PRICING, AND ADVERTISING	CR	Lab/ CC	Standards
	<p>Students will be introduced to general marketing concepts and how companies utilize marketing to increase their customer base and drive profits. Students will study the influence marketing messages have on vulnerable populations and consider the business ethics surrounding perceived product claims, competitive pricing strategies, product packaging, and advertising messages for consumers. Students will research regulation related to marketing and deceptive practices.</p> <p>Key Assignment</p> <p>Groups will select a product that has been advertised to provide an evaluation of its marketing practices. The analysis will include the product information, the target market, and 1-3 versions of the marketing message. Additionally, students will provide an analysis of possible deceptive messaging/marketing related to the product and product safety. The analysis will be accompanied by the ethical responsibility of the company regarding its product.</p>	15	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Responsibility and Flexibility: 7.2 Ethics and Legal Responsibilities: 8.3</p> <p>CTE Pathway: C3.5</p>
VIII.	UNIT 08: MANAGEMENT, LEADERSHIP, AND GOVERNING	CR	Lab/ CC	Standards

	<p>Students will study ethical culture and consider how managers should lead their organization responsibly. Students will identify and analyze essential ethical characteristics of a good leader and how those characteristics translate to ethical leadership practices. Students will describe business governance by the board of directors and list the responsibilities of each board member. Additionally, students will compare opposing perspectives on the impact of whistleblowers in an organization.</p> <p>Key Assignment</p> <p>Groups will conduct a case study on a business or a manager's conduct to judge the ethical nature of the organizational culture, its leadership, governance, and/or whistleblowing actions, including the handling of the whistleblower and/or the accusation(s) of the whistleblower. Examples of case studies include the corporate culture of Wells Fargo or the acquisition of Merrill Lynch by Bank of America. When evaluating the ethical nature of each category, students should specifically identify an action or behavior when making a determination.</p>	20	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Responsibility and Flexibility: 7.6 Ethics and Legal Responsibilities: 8.6</p> <p>CTE Pathway: C5.3</p>
IX.	UNIT 09: ETHICAL ISSUES IN INTERNATIONAL BUSINESS	CR	Lab/CC	Standards
	<p>Students will analyze global values and business practices. Students will identify the role of a corporation in business ethics. Students will gain awareness of global ethical issues, how those issues impact business, and how ethical businesses address those issues.</p> <p>Key Assignment</p> <p>Students will research an international retail chain and present the ethical issues it faces. The issues will relate to human rights, corruption, United States laws, and/or supply chain implications for a specific country the business is located in. Students will discuss how the international retail chain responded to those issues. Additionally, students should evaluate whether the business responded ethically, and if not, offer a recommendation which would result in an ethical outcome.</p>	20	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Responsibility and Flexibility: 7.8 Leadership and Teamwork: 9.5</p> <p>CTE Pathway: C1.6</p>
X.	UNIT 10: ENVIRONMENTAL SUSTAINABILITY	CR	Lab/CC	Standards
	<p>Students will define environmental sustainability and describe how it relates to ethical decision making and social responsibility of businesses. Students will examine sources of alternative energy sources and industries in the United States use each (i.e., wind, geothermal, solar, nuclear, biofuels, and hydropower). Students will also research regulation related to the environment, alternative energy sources, and ethical business practices.</p> <p>Key Assignment</p> <p>In small groups, students will select a construction or automotive business in order to prepare a strategic plan discussing the intention to proactively reduce their impact on the environment. The will include identify current practices which have negatively impacted the environment and how, steps required to change course, and a timeline detailing when each step will be implemented. The timeline should present a 5-10 year span. Additionally, students will present their plan to the class. The class will act as the board of directors seeking to address the environmental impact of their business and who will vote to approve or veto their plan.</p>	20	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Responsibility and Flexibility: 7.8</p> <p>CTE Pathway: C3.5</p>
XI.	UNIT 11: RCOE COLLEGE AND CAREER TRANSITION PLAN (CCTP)	CR	Lab/CC	Standards
	<p>This unit of instruction links student interests to potential careers through exploration and research. Students will develop a post-secondary career plan that identifies and maps out a course of action which incorporates college and career opportunities. Within the twelve (12) topics, students will complete interest surveys, career related documents (i.e., applications, resumes, letters of introduction, letters of recommendation), and mock interviews with the express goal of preparing students to graduate from high school academically and socially prepared for college, the workforce, and civic responsibility. Additionally, students will analyze the importance of financial literacy through topics such as credit, creating a budget, and saving and investing.</p>	15	0	<p>Academic: LS: 11-12.1</p> <p>CTE Anchor: Communications: 2.3, 2.4 Career Planning and Management: 3.1, 3.2, 3.4, 3.8, 3.9 Technology: 4.1</p>

	<p>Lessons:</p> <ul style="list-style-type: none"> • Work, Job, and Career • The Career Plan • Job Applications (Portfolios – Part 1) • The Letter of Introduction (Portfolios – Part 2) • Resume (Portfolios – Part 3) • Letters of Recommendation (Portfolios – Part 4) • Interviewing • Career Research and Reflection • Financial Literacy (Part 1 – The Basics) • Financial Literacy (Part 2 – Credit) • Financial Literacy (Part 3 – Creating a Budget) • Financial Literacy (Part 4 – Saving and Investing) <p>Key Assignments:</p> <ol style="list-style-type: none"> 1. RCOE College and Career Transition Guide: This project will incorporate the development of a 5-10 year career plan, preparing a portfolio (letter of introduction, resume, and letters of recommendation), and practicing job applications and mock interviews. 2. Financial Literacy: This project will include identifying elements and deduction on a paycheck, research loan options based on credit worthiness, creating a budget, and planning for retirement. 			<p>Problem Solving and Critical Thinking: 5.4 Responsibility and Flexibility: 7.6 CTE Pathway: C1.1</p>
XII.	COURSE NOTES	CR	Lab/CC	Standards
	<p>Course Code/Transcript Abbreviation: MSS-241-04-02</p> <p>6/25/2021: CCTP Unit added</p>	0	0	<p>Academic: LS: 11-12.1 CTE Anchor: Communications: 2.1 CTE Pathway: C1.1</p>

Entered by:

District: Riverside County Office of Education
 Contact: Abel Gonzalez, CTE TOSA
 Phone: 951-826-6801
 Email: rcoecte@rcoe.us