

AMBERTON UNIVERSITY
SYLLABUS FOR LECTURE/CLASSROOM COURSE

RGS6036.01 Ethics For Decision Making

FALL 2026

Location: Garland

PROFESSOR INFORMATION:

Professor: JERRY VAN HAMME
Amberton Extension: Please use email
Office Location: Garland Student Center
Office Hours: Immediately before and after class
Amberton Email: Jvanhamme@amberton.edu

COURSE INFORMATION:

RGS6036.01 Ethics for Decision Making

Level: Graduate

Beginning Date of Session: Saturday September 12, 2026

Ending Date of Session: Thursday, November 19, 2026

The first class meeting is **September 12, 2026**, in Room **Student Center (Garland)**

All Monday-Thursday lecture classes begin promptly at 6:30 p.m.

All Saturday lecture classes begin promptly at 8:30 a.m.

COURSE PREREQUISITES:

None

TEXTBOOK(S) AND REQUIRED MATERIALS:

Title: CHRISTIAN ETHICS: AN INTRODUCTORY READER
Author: SAMUEL WELLS
Publisher: WILEY-BLACKWELL
Year Published: 2010
Edition: 1
ISBN: 13: 978-1-4051-6887-8
Price: Available at <http://amberton.ecampus.com>

Amberton University has an agreement with eCampus.com to provide a full-service online bookstore to students. The Amberton University Virtual Bookstore is accessible through the University's website, www.Amberton.edu. There is also a bookstore link in the Student Portal.

The AU Virtual Bookstore provides an easy to use interface, online buyback of books, and same day shipment of most titles with an average delivery time of 2-3 days depending on the student's location. Textbook options include new, used, rental, and electronic media as available.

Since no books are sold on campus, students should plan accordingly and purchase their books in advance of the first day of class, allowing time for shipping. Be certain you are enrolled in the course before purchasing your book(s). All textbook information (Title, Author, ISBN, etc.) is available in course syllabi so students can shop competitively. Most textbooks can be purchased from many different textbook vendors. Some textbooks may only be available on the University's Virtual Bookstore. Students should be careful to obtain the exact resource(s) required for the course.

APA Requirement

APA (American Psychological Association) style is most commonly used to cite sources within the social sciences. This resource, revised according to the 7th edition, offers examples for the general format of APA research papers, in-text citations, endnotes/footnotes, and the reference page. For more information, please consult the Publication Manual of the American Psychological Association, (7th ed.). All coursework at Amberton University will comply with the standards contained in the APA Publication Manual.

COURSE COMPETENCIES:

The course presents an integrated approach to understanding ethical decision-making principles. The focus of this ethical decision-making course is on the roots of ethical concepts, the methodologies for making decisions, and the application of norms and logic to current ethical issues. Activities include exploring ethical theories, defining ethical variables that comprise one's beliefs, and defining the relationship between ethical beliefs and decision-making.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

1. Exploring several ethical theories, including definitions of major terms.
2. Defining and discussing the variables that comprise the basis of one's ethical beliefs.
3. Illustrating the variables that comprise the basis of one's wants and needs relative to ethical issues.
4. Investigating the importance and influence of relationships to one's ethical decision-making.
5. Analyzing the various decision-making methodologies and the techniques normally used in the decision-making process.
6. Questioning the logical reasoning for rejecting or accepting selected theories as they relate to behavior and conduct.
7. Applying ethical theories to specific life experiences—social, business, personal—and logically defending one's own conclusions about using an ethical decision-making process.
8. Describing the importance of experience, perception, and intellect to identify and interpret ethical issues.
9. Critiquing the multidimensional nature of ethical decision making and the influences and complexities these variables have on the decision-making process.
10. Defining and discussing the influences of customs, social norms, law, and religion on a personalized interpretation of ethical issues.
11. Analyzing one's human emotion and self-discipline as they relate to ethical decision-making.
12. Questioning how behavior in non-ethical situations is sometimes controlled by, or influenced by, ethical perceptions.
13. Applying the methodology for perceptively discerning the ethical influences of others.
14. Analyzing and demonstrating ethical practices that address real-world issues in various contexts.
15. Exploring ethical decision-making principles.
16. Researching ethical scenarios and impacts utilizing artificial intelligence (AI).

ACQUIRED SKILLS:

1. Identification and Interpretation of Ethical Issues
2. Ethical Decision-Making
3. Emotional Intelligence and Self-Discipline

COURSE POLICIES:

Students are expected to complete all assigned readings and written assignments by the scheduled due date. Students are expected to come to class prepared to discuss the assigned reading materials.

STUDENTS ARE EXPECTED TO ATTEND ALL LECTURES.**ABSENCES:**

One (1) absence during the course will cause the final course grade to be dropped by one (1) grade.
Two (2) absences will cause the final course grade to be dropped by two (2) grades.
Three (3) absences will cause the final course grade to be dropped by a total of three (3) grades.
Four (4) absences will result in a failing grade for the course.

GRADING LATE ASSIGNMENTS:

Assignments are generally graded the morning after the due date. If an assignment has not been submitted by that time it will not be graded, simply because no assignment has been submitted to be graded.

If an assignment is submitted late and a grade is desired right away, please email the instructor when the late assignment is submitted to inform the instructor that the assignment has been submitted, so the instructor will know to grade the assignment.

LATE PENALTY:

If a written assignment is not submitted or posted by the scheduled due date the student will be penalized one full grade for each week (or portion thereof) the assignment is late.

ASSIGNMENTS:

Written assignments should not exceed the length limitations set forth by the instructor. The instructor will not read the material exceeding the length limitations applicable to the assignment and the assignment will be graded as if the excess content did not exist

Students are expected to make a clear distinction between the student's writing and that of a third party. Citations can be placed at the end of the cited sentence or section, in footnotes or in endnotes.

Students may eat and/or drink in the classroom so long as it is not disruptive to the class..)

Student's Responsibilities

This syllabus contains information, policies, and procedures for a specific course. By enrolling, the student agrees to read, understand, and abide by the policies, rules, regulations, and ethical standards of Amberton University as contained in the current university catalog and schedule of classes.

Attendance Policy:

Regular and punctual class attendance and engagement is expected at Amberton University. In case of an absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the university's policy on formally withdrawing from a course. **Ceasing to attend classes does not constitute an official withdrawal.** Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. A Student in a lecture course missing more than 20% (two class periods for weekday classes or one class period for Saturday classes) of the class meetings may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

Attendance in a distance learning course is defined as active participation in the weekly online class sessions. "Active participation" can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be assigned a grade of an "F" or withdrawn at the discretion of Amberton University.

Plagiarism Policy

Plagiarism is the presentation of someone else's work as though it were your own. If you use another person's words, ideas, or information; or if you use material from an outside source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge that source. Plagiarism is a violation of the University's code of student ethical conduct and is one that is taken seriously. Amberton University operates on an honor system; therefore, honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton students are expected to abide by the honor system and maintain academic integrity in all their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based plagiarism detection services and applications at any time.

Self-plagiarism means reusing work that you have already published or submitted for a class. It can involve:

- Resubmitting an entire paper
- Copying or paraphrasing passages from your previous work

Self-plagiarism misleads your readers by presenting previous work as completely new and original. Students may not submit the same paper in substance in two or more classes without prior written permission of the instructors involved.

Amberton University students who use Artificial Intelligence (AI) generated content must adhere to the following policies:

Originality: Students must avoid presenting AI generated content as their own original work. It is essential to acknowledge the involvement of AI in the content creation process in order to maintain academic and ethical standards.

Paraphrasing: When using AI generated content, students must rephrase and/or modify the generated text. Paraphrased AI generated content should also be properly cited.

Acknowledgement: When using AI generated content in any assignment, proper credit must be given to the AI system that generated the content. <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Students agree that by taking this course, all required assignments may be subject to submission for a textual similarity review to Turnitin.com for the detection of plagiarism and self-plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in future papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website.

Turnitin is a writing improvement and plagiarism prevention tool which uses special algorithms, to compare text-based student submissions to the Turnitin database and other online sources. Turnitin produces a detailed **similarity report** that can be customized and viewed by instructors and students.

Turnitin "Draft Coach" is a Google based add-on to Turnitin which supports students in developing high-quality academic writing; and serves as an integrity coach. Draft Coach helps address errors and improve the quality of student's writing by highlighting grammar mistakes, identifying incorrectly cited sources, and scanning for similarity across several databases. By providing formative feedback on how to address citation issues, incorrect grammar, and matches with the Turnitin database, Draft Coach provides explanations to help students become more confident writers, capable of producing higher quality work both in academics and in the workplace.

Please see below for instructions.

COURSE DELIVERY METHODOLOGY:

This course is offered as a Lecture/Classroom course. This course requires that students meet at a designated time in the classroom.

1. QUIZ

A total of five (5) online open-book, open-notes, open-video, true/false, multiple choice quizzes shall be given. The quizzes shall be given on Weeks 2, 4, 6, 8 and 10. Each quiz will cover the lecture videos and the assigned readings for that week.

2. CASE STUDIES

One (1) Case Study shall be written and presented orally by each student during one of the live-lecture/classroom sessions beginning Week 3. A hard copy of the written Case Study shall be submitted to the instructor at the time of the oral presentation. The written copy shall be no longer than 3 pages in length.

The due dates for the oral presentations are determined based on the first letter of the student's last name. See table below:

STUDENT LAST NAME	DUE DATE FOR WRITTEN CASE STUDY AND IN-CLASS ORAL PRESENTATION
Students with last names beginning with the letters A-F	Week 3
Students with last names beginning with the letters G-L	Week 5
Students with last names beginning with the letters M-R	Week 7
Students with last names beginning with the letters S-Z	Week 9

The case study shall be based on a real-world ethical situation you have personally encountered and about which you, personally, had to make an ethical decision. The case study format must include the following elements:

- a. Title of the case
- b. Facts regarding the case
- c. A one-sentence statement of the ethical problem (If you cannot reduce the problem down to one sentence, you probably do not fully understand the problem, or it may not be an ethical problem at all. Generally, most problems can be reduced down to lying, cheating, or stealing, or some variation thereof.)
- d. Possible alternative responses and/or solutions to the ethical problem that were available to you
 - i. Describe each alternative response and/or solution fully
 - ii. Analyze each alternative response and/or solution giving the advantages/disadvantages; pros/cons of each
- e. Give your recommended alternative and the reasons for choosing it. This alternative may or may not have been the one you chose in the real world. If it was not, please explain why you would act differently today.

The case studies shall be based on a real-world ethical situation that you personally encountered. It must be about an ethical problem that you, personally, had to solve; not one that was solved, or should have been solved, by someone else. For example, do not discuss whether it is ethical for the NBA to draft players right out of high school unless you work for the NBA or were drafted by the NBA right out of high school. Do not discuss how you were treated unethically by others unless that unethical treatment forced you to make an ethical decision yourself. Do not discuss an ethical problem that should have been solved by your employer. The ethical problem must be one that you, personally, had to solve, not one that your employer, or anyone else, should have solved.

The purpose of the case study is for you to review a real ethical problem that you actually encountered and examine how you handled it. Therefore, please choose a case study that actually happened to you. Do not pick an ethical problem that does not apply to you. It is easy to solve other people's ethical problems, it is not so easy to solve your own. Therefore, do not choose a case study unless it required you to personally make an ethical decision. Do not, for example, describe an ethical problem in your workplace or in your profession and then recommend that your employer or the industry within which you work should correct the problem. It has to be a problem that forced *you* to make an ethical

decision. The assignment is intended to give you the opportunity to review how you make ethical decisions, not to review how someone else makes ethical decisions.

3. OBSERVATIONS POSTED ONLINE, WEEKS 2, 4, 6, 6, & 10

Moodle Observation/Response Forum: **Only on Weeks 2, 4, 6, 6, & 10:** Post one Observation on the Moodle Observation and Response Forum about anything from that week's textbook readings or online video lectures that you found interesting. Only post one (1) Observation each week. The observation may relate to anything from that week's textbook readings or lecture materials and should be no less than one paragraph in length. The observation must be posted no later than 11:59 p.m. (CENTRAL TIME) each Wednesday on Weeks 2, 4, 6, 8, & 10.

4. RESPOND TO ONE POSTED ONLINE OBSERVATION, WEEKS 2, 4, 6, 6, & 10

Only on Weeks 2, 4, 6, 6, & 10: Respond to an Observation posted by any other student on the Moodle Observation and Response Forum

Each student shall post a response to an Observation posted by another student on the Moodle Observation/Response Forum. Only respond to one student's Observation, not to all the Observations posted that week. The response should be no less than one paragraph in length. Please post the response to an observation in the same folder as the Observations. The response must be posted by 11:59 p.m. (CENTRAL TIME) each Saturday, except the last week, which is a short week. See the Course Outline and Calendar below.

5. LATE PENALTY

A late penalty of one grade shall be assessed for each week, or portion thereof, that any assignment or posting is late.

COURSE OUTLINE AND CALENDAR:

Week	Topic	Assignment	Competencies Covered	Due Date
WEEK 1 Attend lecture/classroom	GENERAL ETHICS	1. ATTEND CLASS 2. Read Wells, Chapter 5	ALL	SEE THE "ASSIGNMENT" COLUMN FOR THE DUE DATES FOR EACH ASSIGNMENT
WEEK 2 NO CLASSROOM MEETING	GENERAL ETHICS	1. NO CLASS 2. Read Wells, Chapter 5 3. Watch Lecture Videos 4. OBSERVATION: Post an Observation on the <u>Moodle Observation/Response Forum</u> about anything from this week's textbook readings or lectures by 11:59 p.m. Wednesday 5. RESPONSE TO OBSERVATION: Respond	ALL	SEE THE "ASSIGNMENT" COLUMN FOR THE DUE DATES FOR EACH ASSIGNMENT

		to an Observation posted by any other student on the <u>Moodle Observation/Response Forum</u> by 11:59 p.m. Saturday 6. QUIZ: Submit completed Quiz by 11:59 p.m. on Saturday		
WEEK 3 Attend lecture/classroom	ECONOMICS AND ETHICS	1. ATTEND CLASS 2. Read Wells, Chapter 9 3. Oral Presentation of Case Study for Students with last names beginning with the letters A-F AND submit written Case Study	ALL	SEE THE "ASSIGNMENT" COLUMN FOR THE DUE DATES FOR EACH ASSIGNMENT
WEEK 4 NO CLASSROOM MEETING	ECONOMICS AND ETHICS	1. NO CLASS 2. Read Wells, Chapter 5 3. Watch Lecture Videos 4. OBSERVATION: Post an Observation on the <u>Moodle Observation/Response Forum</u> about anything from this week's textbook readings or lectures by 11:59 p.m. Wednesday 5. RESPONSE TO OBSERVATION: Respond to an Observation posted by any other student on the <u>Moodle Observation/Response Forum</u> by 11:59 p.m. Saturday 6. QUIZ: Submit completed Quiz by 11:59 p.m. on Saturday	ALL	SEE THE "ASSIGNMENT" COLUMN FOR THE DUE DATES FOR EACH ASSIGNMENT
WEEK 5 Attend lecture/classroom	ECONOMICS AND ETHICS	1. ATTEND CLASS 2. Read Wells, Chapter 9	ALL	SEE THE "ASSIGNMENT" COLUMN FOR THE DUE DATES

		3. Oral Presentation of Case Study for Students with last names beginning with the letters G-L AND submit written Case Study		FOR EACH ASSIGNMENT
WEEK 6 NO CLASSROOM MEETING	ENVIRONMENT AND ETHICS	1. NO CLASS 2. Read Wells, Chapter 12 3. Watch Lecture Videos 4. OBSERVATION: Post an Observation on the <u>Moodle Observation/Response Forum</u> about anything from this week's textbook readings or lectures by 11:59 p.m. Wednesday 5. RESPONSE TO OBSERVATION: Respond to an Observation posted by any other student on the <u>Moodle Observation/Response Forum</u> by 11:59 p.m. Saturday 6. QUIZ: Submit completed Quiz by 11:59 p.m. on Saturday	ALL	SEE THE "ASSIGNMENT" COLUMN FOR THE DUE DATES FOR EACH ASSIGNMENT
WEEK 7 Attend lecture/classroom	ENVIRONMENT AND ETHICS	1. ATTEND CLASS 2. Read Wells, Chapter 12 3. Oral Presentation of Case Study for Students with last names beginning with the letters M-R AND submit written Case Study	ALL	SEE THE "ASSIGNMENT" COLUMN FOR THE DUE DATES FOR EACH ASSIGNMENT
WEEK 8 NO CLASSROOM MEETING	GOVERNMENT AND ETHICS	1. NO CLASS 2. Read Wells, Chapter 8 3. Watch Lecture Videos	ALL	SEE THE "ASSIGNMENT" COLUMN FOR THE DUE DATES FOR EACH ASSIGNMENT

		4. OBSERVATION: Post an Observation on the <u>Moodle Observation/Response Forum</u> about anything from this week's textbook readings or lectures by 11:59 p.m. Wednesday 5. RESPONSE TO OBSERVATION: Respond to an Observation posted by any other student on the <u>Moodle Observation/Response Forum</u> by 11:59 p.m. Saturday 6. QUIZ: Submit completed Quiz by 11:59 p.m. on Saturday		
WEEK 9 Attend lecture/classroom	GOVERNMENT AND ETHICS	1. ATTEND CLASS 2. Read Wells, Chapter 10 3. Oral Presentation of Case Study for Students with last names beginning with the letters S-Z AND submit written Case Study	ALL	SEE THE "ASSIGNMENT" COLUMN FOR THE DUE DATES FOR EACH ASSIGNMENT
WEEK 10 NO CLASSROOM MEETING	CONCLUSION	1. NO CLASS 2. Read Wells, Chapter 10 3. Watch Lecture Videos 4. OBSERVATION: Post an Observation on the <u>Moodle Observation/Response Forum</u> about anything from this week's textbook readings or lectures by 11:59 p.m. (CENTRAL TIME) MONDAY NOT WEDNESDAY [THIS IS A SHORT WEEK. THE COURSE ENDS ON THURSDAY] 5. RESPONSE TO OBSERVATION: Respond to an Observation posted by	ALL	SEE THE "ASSIGNMENT" COLUMN FOR THE DUE DATES FOR EACH ASSIGNMENT

		any other student on the <u>Moodle Observation/Response Forum</u> by 11:59 p.m. (CENTRAL TIME) <u>TUESDAY NOT SATURDAY</u> <u>because the course ends on Thursday</u> 6. QUIZ: Submit completed Quiz by 11:59 p.m. (CENTRAL TIME) on <u>TUESDAY NOT SATURDAY</u> <u>because the course ends on Thursday</u>		
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GRADING CRITERIA:

Case Study	20%
Quizzes: 5 weeks at 10% each	50%
Class Participation	10%
Observations Posted on the Discussion Forum: 5 weeks at 2% each	10%
Response to Observations Posted on the Discussion Forum: 5 weeks at 2% each	<u>10%</u>
Total	100%

GRADING CRITERIA:

(Grading Scale –
Assignment/Assessment Breakdown
Assignment/Points or Percentage
Due Date

Graduate	
92 – 100	A
82 – 91	B
72 – 81	C
62 – 71	D
Below 62	F

GRADE NOTIFICATION AND INSTRUCTOR FEEDBACK:

Students should review instructor feedback provided through Moodle or Amberton CampusWeb Portal. Final grades are processed after the session and may be viewed through the student portal. Grades will not be released by phone or through unsecured channels.

Incomplete Grades

An "I" (Incomplete) grade is granted only at the professor's discretion for emergencies or illness.

Students have 30 days from the end of the session to complete the course requirements. If the conditions are not met within this 30-day window, the "I" automatically converts to an "F".

How To Withdraw From a Course

To be official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. Please review the "Schedule of Classes" (online or in-print) for procedures for class changes or withdrawals and the refund policy and schedule.

COURSE DELIVERY METHODOLOGY:

This course is delivered through Moodle. Students are expected to have reliable internet access, basic computer skills, the ability to upload/download files, use Amberton email, and submit assignments in the required format. Students needing assistance should use the Amberton SSO support/ticket process.

HOW TO ACCESS YOUR COURSE:

SINGLE SIGN-ON (SSO) INSTRUCTIONS FOR AMBERTON UNIVERSITY

Students should access Amberton systems through the Single Sign-On portal at <https://sso.amberton.edu>. After logging in, students can access Moodle, Amberton email, CampusWeb, and other assigned applications. Students who need help accessing SSO should submit a support request through the SSO support option or contact support@amberton.edu.

Moodle Tutorial:

Upon successful log in and access to the Moodle learning platform, there is a *Student Moodle Tutorials* course available, to learn about the basics of Moodle. Simply click on the link for the *Student Moodle Tutorials* and read through the various learning topics: Navigating; Communicating; Assignments & Exams; Grades; and Student Resources.

COURSE COMMUNICATIONS:

Students will communicate with faculty through the Moodle Learning Platform or the Amberton University email system.

Email Communication

Students are expected to use their Amberton email account and Moodle for course communication. Students should check Amberton emails regularly for course and university notices.

Upon completion of a session, all communication and course specific information is removed from the Moodle system. If a student needs to maintain a record of communications or assignments, the student is strongly encouraged to print out or download these items to a disk for their own records.

FORMAT AND SUBMISSION OF ASSIGNMENTS:

Assignments must be submitted through the appropriate Moodle assignment link unless otherwise directed by the instructor. Students are responsible for submitting files in the format required by the instructor.

INSTRUCTOR/COURSE EVALUATION:

Students will have the opportunity to complete an anonymous course and instructor evaluation near the end of the session. Instructions and dates will be provided through Moodle and/or Amberton email.

RESEARCH RESOURCES:

The **Amberton Library** provides access to full-text articles, peer-reviewed databases, and research tools, with options like Interlibrary Loan (ILL) and TexShare for items outside its collection. For research assistance, students can connect with library staff during operating hours via email (Library@amberton.edu), phone (972-279-6511 ext. 185), "How-to" videos, live online chat, or in person at the Garland campus.

MICROSOFT OFFICE 365 EDUCATION:

Amberton University students may access Microsoft 365 Education resources as provided by the university.

GOOGLE WORKSPACE FOR EDUCATION:

Amberton students are assigned a Google Workspace for Education account, including Amberton Gmail, Google Drive, Google Docs, Sheets, and Slides. Students should use their Amberton Google account for course-related work when required.

