

Developing Ethics Course Curricula For Mars

The chief executive officer (CEO) of a corporation and his or her executive team are responsible for the management of the business and its continued operating and financial success. The CEO and executive team are almost always highly compensated and the relative total compensation has mushroomed over time. Most of the compensation now is designed to be performance-based, but leading to charges that executives have incentives to manipulate corporate earnings and stock price in the short-term for their own self interests. The compensation at some companies became so egregious that compensation again became a major public policy issue subject to federal regulation. Executive Compensation focuses on the major topics related to executive compensation—present, past, and future. First, is understanding what executive compensation is, including composition and objectives of pay contracts. Second, how do specific compensation agreements affect corporate behavior and performance? Third, what are the major components, including how and what are accounted for and disclosed? How is compensation, especially executive compensation, accounted for—that is, what are the calculations and journal entries required? Fourth, what does historical analysis tell us about the topic, especially how contractual decisions have been made and what has worked. Finally, what is in store for the future—both expected compensation agreements and what the compensation incentives suggest for future corporate decisions on operations and accounting manipulation.

At a time when society is demanding accountability from the medical education system and residency review committees are demanding written curricula, this book offers a practical, yet theoretically sound, approach to curriculum development in medicine. Short, practical, and generic in its approach, the book begins with an overview of a six-step approach to curriculum development. Each succeeding chapter then covers one of the six steps: problem identification, targeted needs assessment, goals and objectives, education methods, implementation, and evaluation. Additional chapters address curriculum maintenance, enhancement, and dissemination. Throughout, examples are used to illustrate major points. An appendix provides the reader with a selected list of published and unpublished resources on funding, faculty development, and already developed curricula.

Education for democratic citizenship and human rights education are vital for peaceful, sustainable and inclusive societies based on respect for the human rights of every person. Effective teaching and learning processes require well-trained teachers, positive learning environments and high-quality learning materials. This is underpinned by education policy, including curriculum development and review, which is the main focus of this book. The strengthening of education policies in the fields of education for democratic citizenship and human rights lies at the very heart of the efforts of the Council of Europe, the United Nations Educational, Scientific and Cultural Organization, the Office for Democratic Institutions and Human Rights of the Organization for Security and Co-operation in Europe, and the Organization of American States. These organisations have jointly produced this publication in order to support states' commitment to fostering citizenship and human rights education and improving access to quality education for all.

"The past decade has seen a remarkable resurgence of interest in the teaching of ethics at both the undergraduate and professional school levels. Beginning in

1977, The Hastings Center, with the support of the Rockefeller Brothers Fund and the Carnegie Corporation of New York, undertook a systematic study of the teaching of ethics in American higher education. Our concern focused on the extent and quality of that teaching, and on the main possibilities and problems posed by widespread efforts to find a more central and significant role for ethics in the curriculum. As part of that project, a number of papers, studies, and monographs were commissioned. Moreover, in an attempt to gain some degree of consensus, the authors of those studies worked together as a group for a period of two years. The study presented here represents one outcome of the project. We hope and believe it will be helpful for those concerned to advance and deepen the teaching of ethics in higher education."--Foreword.

Thriving in a New World Economy

A Compilation of Meeting Highlights

Curriculum Development for Medical Education

Exemplary Education Activities and Programs

Dimensions of Teaching Business Ethics in Asia

Teaching Ethics Across the Management Curriculum

The Challenges of Culture and Context

Ethical practice in engineering is critical for ensuring public trust in the field and in its practitioners, especially as engineers increasingly tackle international and socially complex problems that combine technical and ethical challenges. This report aims to raise awareness of the variety of exceptional programs and strategies for improving engineers' understanding of ethical and social issues and provides a resource for those who seek to improve ethical development of engineers at their own institutions. This publication presents 25 activities and programs that are exemplary in their approach to infusing ethics into the development of engineering students. It is intended to serve as a resource for institutions of higher education seeking to enhance their efforts in this area.

First Published in 2011. Routledge is an imprint of Taylor & Francis, an informa company.

This volume includes the full proceedings from the 2012 World Marketing Congress and Cultural Perspectives in Marketing held in Atlanta, Georgia with the theme Thriving in a New World Economy. The focus of the conference and the enclosed papers is on global marketing thought, issues and practices. This volume presents papers on various topics including marketing management, marketing strategy, and consumer behavior. Founded in 1971, the Academy of Marketing Science is an international organization dedicated to promoting timely explorations of phenomena related to the science of marketing in theory, research, and practice. Among its services to members and the community at large, the Academy offers conferences, congresses and symposia that attract delegates from around the world. Presentations from these events are published in this Proceedings series, which offers a comprehensive archive of volumes reflecting the evolution of the field. Volumes deliver cutting-edge research and insights, complimenting the Academy's flagship journals, the Journal of the Academy of Marketing Science (JAMS) and AMS Review. Volumes are edited by leading

scholars and practitioners across a wide range of subject areas in marketing science.

The past few decades have seen the increasing use of evidence in all aspects of healthcare. The concept of evidence-informed healthcare began in the 1990s as evidence-informed practice, and has since become widely accepted. It is also accepted that the training of medical graduates must be informed by evidence obtained from educational research. This book utilizes an evidence-informed approach to improve discipline-based undergraduate medical curricula. Discipline-based undergraduate medical curricula represent a widely adopted choice for undergraduate medical education around the world. However, there have been criticisms leveled against the discipline-based approach. One of the shortcomings cited is that students are insufficiently equipped to meet the challenges of today's healthcare. As a result, various strategies have been proposed. One option, currently in vogue, is the outcome-based approach, wherein the exit behaviors of medical graduates are explicitly examined and used to guide the educational process. The shortcomings present in discipline-based undergraduate medical curricula can be overcome by the strengths of these strategies. This book recommends improving discipline-based undergraduate medical curricula by combining several strategies, including the adoption of an outcome-based approach and the use of evidence-informed implementable solutions. The book is relevant for all faculty, administrators and policymakers involved in undergraduate medical education, and can also be used as a resource for faculty development.

Roundtable on Data Science Postsecondary Education

Curriculum Development and Evaluation in Nursing, Third Edition

New Directions for Student Leadership, Number 146

Curriculum Development and Review for Democratic Citizenship and Human Rights Education

Infusing Ethics into the Development of Engineers

Developing Ethics Course Curricula for Undergraduate Criminal Justice

Students at the Community College

Established in December 2016, the National Academies of Sciences, Engineering, and Medicine's Roundtable on Data Science Postsecondary Education was charged with identifying the challenges of and highlighting best practices in postsecondary data science education. Convening quarterly for 3 years, representatives from academia, industry, and government gathered with other experts from across the nation to discuss various topics under this charge. The meetings centered on four central themes: foundations of data science; data science across the postsecondary curriculum; data science across society; and ethics and data science. This publication highlights the presentations and

discussions of each meeting.

The book brings together diverse views from around the world and provides a comprehensive overview of the subject, beginning with different definitions of academic integrity through how to create the ethical academy. At the same time, the Handbook does not shy away from some of the vigorous debates in the field such as the causes of academic integrity breaches. There has been an explosion of interest in academic integrity in the last 10-20 years. New technologies that have made it easier than ever for students to 'cut and paste', coupled with global media scandals of high profile researchers behaving badly, have resulted in the perception that plagiarism is 'on the rise'. This, in combination with the massification and commercialisation of higher education, has resulted in a burgeoning interest in the importance of academic integrity, how to safeguard it, and how to address breaches appropriately. What may have seemed like a relatively easy topic to address - students copying sources without attribution - has in fact, turned out to be a very complex, interdisciplinary field of research requiring contributions from linguists, psychologists, social scientists, anthropologists, teaching and learning specialists, mathematicians, accountants, medical doctors, lawyers and philosophers, to name just a few. Despite or perhaps because of this broad interest and input, there has been no single authoritative reference work which brings together the vast, growing, interdisciplinary and at times contradictory body of literature. For both established researchers/practitioners and those new to the field, this Handbook provides a one-stop-shop as well as a launching pad for new explorations and discussions.?

The hallmark text for nursing faculty seeking to promote the transformative teaching of caring science, this book reflects the paramount scholarship of caring science educators. The volume intertwines visionary thinking with blueprints, living exemplars, and dynamic directions for the application of fundamental principles. It features emancipatory teaching/learning scholarship, and student/teacher, relation/evaluation models for adoption into education and practice regimens. Divided into five units, the text addresses the history of the caring curriculum revolution and its reemergence as a powerful presence within nursing. Unit II introduces intellectual and

strategic blueprints for caring-based education, including action-oriented approaches for faculty-student relations, teaching/learning skills, emancipatory pedagogical practices, critical-reflective-creative approaches to evolving human consciousness, and power relation dynamics. The third unit addresses curriculum structure and design, the evolution of a caring-based college of nursing, the philosophy of caring-human science, caring in advanced practice education, caring as a pedagogical approach to nursing education, and teaching-learning professional caring based on Watson's theory of human caring. Unit IV explores an alternative approach to evaluation. The final unit explores the future of the caring science curriculum as a way of emancipating the human spirit, with caritas nursing as a transformative model. Key Features: Expands upon the premiere resource for maximizing caring science in education, research, and practice (Bevis and Watson's *Toward a Caring Curriculum: A New Pedagogy for Nursing*, 1989) Provides a broad application of caring science for graduate educators, students, and nursing leaders Features case studies from two leading U.S. and Canadian universities Distills the expertise of world-renowned scholars Includes reflexive exercises to maximize student engagement Structured around the Equality Act and written collaboratively, *Diverse Educators: A Manifesto* aims to capture the collective voice of the teaching community and to showcase the diverse lived experiences of educators. The book is divided into ten chapters, one for each of the nine Protected Characteristics (Age; Disability; Gender Reassignment; Pregnancy and Maternity; Marriage and Civil Partnership; Race; Religion and Belief; Sex; Sexual Orientation) with a tenth chapter exploring intersectionality. Framed in theory and interweaving personal and professional narrative from over 100 contributors, this ground-breaking text responds to current and historic debates, while remaining accessible and solutions-focused, with high-quality input on practice, pedagogy, people management and policy. Each chapter shares provocations for the reader and for the school system on the changes we would collectively like to manifest in education.

Experiences in Teaching Business Ethics
The Tourism Education Futures Initiative
Sex Ed for Caring Schools

Strategies, Problems, and Resources

Ethics Across the Curriculum

Developing an Online Curriculum

Principles and Applications

Dimensions of Teaching Business Ethics in AsiaSpringer Science & Business Media

While arguments for and against teaching abstinence, the use of contraceptives, and sexual identity are becoming more and more polarized, most people agree that students must learn to navigate an increasingly sexual world. Sex Ed for Caring Schools presents a curriculum that goes beyond the typical health education most students receive today. As part of a critical pedagogy movement that connects education to social justice enterprises, this book and the corresponding online curriculum encourage students to talk, write, and think about the moral and relational issues underlying sex in society today. Addressing the real concerns of today's teens, this book includes lessons on pornography, prostitution, media objectification, religion, and stereotypes.

This book features sixteen chapters written by distinguished scholars who collectively point to a roadmap for advancing business ethics education at a critical juncture in the history of corporate America. The editors frame the book with an introductory chapter that details a gold standard for delivering ethics in the business school curriculum that signals to students that ethics matters, provides an adequate counterbalance to the amoral subtext that dominates much of business education, remedies assessment problems associated with current accrediting standards, and prepares students for newly minted and fast-growing careers in ethics compliance, risk management, and corporate social responsibility. The chapters that follow lay out some challenges and opportunities that administrators and educators need to address in order to improve business ethics education and business school reputations in a post-Enron climate. Both traditional and experimental perspectives on delivering ethics in the curriculum are covered in conjunction with research that substantiates the potential for improving student ethics competencies after exposure to ethics coursework. Methods for incorporating ethics in various subjects, including accounting, corporate governance, environmentalism, global business, managerial decision making, and human resource management are also given as part of the roadmap for advancing business ethics education.

Creating an innovative and successful curriculum Curriculum Leadership: Strategies for Development and Implementation, Fourth Edition is a one-of-a-kind resource written for

educational leaders--administrators and teachers--who want to successfully restructure and enhance school curriculum. Authors Allan A. Glatthorn, Floyd Boschee, Bruce M. Whitehead, and Bonni F. Boschee provide innovative and successful curriculum ideas, including reflective case studies, "Keys to Leadership" sections, curriculum tips, and "Challenge" sections with key issues and questions in every chapter. Also interspersed throughout the book are tried and true strategies that provide administrators with innovative ideas on meeting state and national standards. This is a much needed, highly informative, and easy-to-read account of curriculum development and change for curriculum leaders, those teaching curriculum courses, and those aspiring to become curriculum decision makers. It provides the knowledge and skills needed to develop and implement a PK-12 school curriculum.

Character Development in Schools and Beyond

Diverse Educators

Ethics and the Curriculum

Critical perspectives

Teaching Social Work Values and Ethics

Handbook of Academic Integrity

Teaching Bioethics

Curriculum Development in Nursing Education, Second Edition continues its dedication to the advancement of nursing education, and in particular, to the ongoing development of relevant yet dynamic nursing education curricula. This Second Edition offers current, accessible, and comprehensive tips and tools and incorporates a balance of theoretical perspectives and practical applications. The Second Edition has been completely revised and updated and includes an expanded focus on developing a context-relevant curriculum. A major determinant in any nursing education curriculum is the context in which the curriculum is developed and offered. This context is the professional, societal, health care, and educational situations to which the curriculum must respond, and is what makes each school's curriculum unique. Curriculum Development in Nursing Education helps nurse educators create a program of study that will meet the contextual needs of their individual setting. What's New: Expanded focus on developing a context-relevant curriculum New sections on educational technologies, distributed learning, and curriculum evaluation. New chapters on preparing for external program review, building a curriculum, and evaluation of a curriculum.

Business and management education has an important impact on business practice throughout the world. To a very large extent, possession of the MBA degree is a passport into the upper reaches of management, and CEOs of many major corporations have earned an MBA. It is a reasonable inference that the education received by these leaders and managers during their MBA experience has an important impact on the way that businesses throughout the world are led and managed and that major

corporate decisions are made. The heart of the MBA education is the curriculum, and curriculum design is perhaps the most important strategic function for a business school faculty to undertake. In order to understand the many issues concerning this contemporary curriculum review, this book examines three related contextual domains. First, it details the long-term growth of business and management education. Second, it examines the major theoretical and empirical literatures on organizational evolution and decision making, paying special attention to decision making in institutions of higher education. Finally, the book describes the previous major curriculum review at Columbia Business School in the late 1950s and the subsequent changes that formed the curriculum that was changed in 1992. This book demonstrates what can be achieved by an institution that sets high standards for its business education, and assists faculty and administrators in other schools of business and management as they contemplate revision of their curricula. In addition, it provides a prime example of curriculum design effort in one of the leading institutions worldwide. Finally, it will be of interest to scholars in several different fields, notably, higher education curriculum review, organizational decision making and long-run organizational evolution.

As the world faces many serious challenges informed, courageous and mindful leadership is needed for a better future. The Tourism Education Futures Initiative (TEFI) is the collective effort of a group of innovative, thoughtful and committed scholars and industry leaders seeking to provide vision, knowledge, and a framework for tourism education programs that promote global citizenship and optimism for a better world. This book consolidates some of TEFI's work as it seeks to be the leading, forward-looking network that inspires, informs and supports tourism educators and students to passionately and courageously transform the world for the better. It makes the case for why change is needed, and how tourism educators can respond to that change with strategies and values-based tools. The book contains papers published in special TEFI issues of the Journal of Teaching in Travel & Tourism (JTTC), which question and explore some of the most important theoretical, conceptual and practical issues facing tourism education now and into the future. The book concludes by integrating the special issues' key contributions with a brief conceptualisation of education futures before it outlines TEFI's framework for action over the coming years. Tourism educators worldwide will find that this volume serves two important purposes. On the one hand, it challenges educators to think both critically and proactively about tourism education, while on the other sharing examples of teaching and learning tools that seek to prepare our students for the future and to be global citizens that live lives of consequence. This book is a collection of articles from the Journal of Teaching in Travel and Tourism.

In this qualitative, expository dissertation, the researcher developed and taught an ethics course for students interested in entering the field of criminal justice for an undergraduate criminal justice

program at a community college in the state of Maryland, as either a concentration or elective course. New course curriculum development and assessment were examined as part of the process.

Contributing to a Global Paradigm Shift

Curriculum Development in Nursing

Curriculum Development in Nursing Education

The Green Imperative

Ethics and International Curriculum Work

Ethics Teaching in Higher Education

Advancing Business Ethics Education

If today's business schools are to fulfill their obligation to produce the managers of the future, academic training has to include environmental awareness. This book provides a better understanding of the dramatic implications that environmental concerns are having on the practice of business and on the teaching of business practices. It creates and enhances environmental awareness, fostering creative thinking in a manner consistent with the objectives of business schools. *Environmental Issues in the Curricula of International Business* discusses the necessity and criticality of environmental awareness to business practices in the 1990s and beyond, drawing a link between this information and its application to business curricula. Chapters discuss the many implications of the Green movement and increased environmental concerns on international business and how this affects the obligations of business educators. Additional chapters focus on environmental ethics and responsibilities. Some specific topics covered include: the effects of the green challenge to business schools in the light of the environmental needs of business organizations the impact of an ecological approach to the development of a sustainable economy a description of six potential avenues for academic business involvement in environmental business teaching, research, and service curriculum development incorporating the theme of environmental ethics in international business education a contrasting look at two models for including environmental ethics in the international business curricula This groundbreaking book emphasizes the responsibilities of educators and researchers for the inclusion of environmental consciousness in the present curriculum in business schools. Marketing and management academics, professionals specializing in the environment and ethics, and business school deans and university presidents will find this book a vital tool for incorporating environmental concerns into their curricula.

Philosopher Michael Boylan and theologian James A. Donahue provide a framework compatible with humanist and theist beliefs that will enable college and university professors to address a full range of ethical issues as they arise in classroom discussion, both in the academic disciplines and in professional education.

A growing number of higher education institutions in Asia are now integrating ethics courses in their curricula. But the challenge remains to develop courses that can effectively reach their objectives, and to create and use teaching materials appropriate to the particular profile of the students and executives in different regions and cultures. In this context, enhancing awareness for ethical dilemmas, proposing frameworks and models to help managers handle difficult choices and demanding decisions - while not

being moralistic and imposing values - , and presenting alternative approaches through recent and relevant cases are the main objectives of this book. It examines teaching methods, learning tools and pedagogical methods effective in the teaching of ethics within the particular context of the rich diversity of Asian cultures, and discusses ethics courses curricula, aiming at developing the capacity to deal with a number of issues such as corruption, intellectual property protection, whistle blowing and consumer rights. The relevance and limits of Asian philosophical and spiritual traditions and how their underlying values can be a meaningful aspect in the teaching of ethics to managers and business leaders are explored, as are the benefits and limits of corporate codes of conduct and ways to enhance their effectiveness. A similar approach is taken to the introduction of “oaths” and “ethics pledges” among business students, which has been promoted in some business schools.

In an effort to create a more educated workforce in the United States, many community colleges are implementing new practices and strategies to assist under-prepared students. These efforts will ultimately support a stronger and more resilient global workforce. Examining the Impact of Community Colleges on the Global Workforce provides relevant theoretical and conceptual frameworks, best practices, and emerging empirical research about new approaches being employed in community colleges to prepare students for their post-collegiate careers. Featuring recent initiatives in educational settings, this publication is a critical reference source for higher education practitioners, policymakers, and graduate students in higher education administration programs interested in the innovative practices utilized by community colleges to educate underserved students.

Business Ethics

Explorations of Chinese Moral Education Curriculum and Textbooks

Technologies and Techniques

Practical Ethics in a G.C.S.E. Religious Studies Course

Curriculum Leadership

A Six Step Approach

A Curriculum Resource

Written for graduate students and faculty, this new edition responds to the many changes that have occurred in nursing and education since the second edition was published.

The widely cited, though highly contested, idea that “the world is flat” (Friedman, 2004) carries with it a call for education to provide a leveling effect across continents and cultures. Students in Skokie or in Skopje, as the theory goes, are expected to experience a school curriculum that shares certain common elements, goals, and purposes. Such a globalized view is not, however, without its complications. This book addresses some of the issues that arise when the transmigration of educational ideas occurs, with a particular eye toward the ethical dilemmas that curriculum workers face in international contexts. The authors who have contributed to this volume explore, through case examples and critical reflection, what happens when ideas that are drawn from one set of cultural norms and experiences is

introduced into other cultural contexts. In many cases these are the stories of “donors” and “hosts,” of structured inequities of power and influence, of disparities in material resources, and, as expressed in one of the cases, the dynamics of the “colonizer” and the “colonized.” A recurrent theme concerns the challenges faced by educators working internationally to reconcile their own ethical predispositions toward equity and cultural responsiveness with certain tacit assumptions about the appropriateness or value of curriculum practices brought from the “developed” world for teachers and students in the “developing” world. How these dilemmas are navigated forms the content of this collection of reports from the field written by those who engage in this complex and important work. While the content of this volume is situated at the intersection between the field of curriculum studies and comparative education, it is fundamentally a book about curriculum. Most of the authors come from various disciplinary backgrounds with specializations in curriculum development in content areas such as social studies, geography, or mathematics. As “outsiders looking in” on the field of international education and with thoughtful reflections grounded in practice, the authors provide a new set of insights into the challenges of international curriculum work. Finally, since many of the questions raised by the work included here are ethical in nature, the book begins and ends with analyses that link the practical realities presented in the cases with contemporary philosophical thought. This, then, can be seen as the primary contribution of the book to the educational literature as it offers a careful and well-articulated synthesis of theory and practice in the field of international curriculum work. This publication would make an important contribution to courses in curriculum theory and practice, comparative and international education, and international development outside of the field of education.

Business Ethics is a derived copy from the Corporate Governance course previously published in Connexions. While many courses using this title place emphasis on applying classical philosophical and ethical theory, this course's approach is decidedly interdisciplinary and practical. It is not designed as a socio-humanistic elective, a service philosophy course, or even an applied philosophical ethics course but as a laboratory, skills-based course where students develop, practice, and refine decision-making and problem-solving strategies that they will carry with them into the world of business practice. Emphasis has been placed on responding to the four ethical themes identified by the AACSB ethics task force: Ethical Leadership, Ethical Decision-Making, Social Responsibility, and Corporate Governance. Modules include (1) theory building activities (responsibility, rights, virtue), (2) problem specification frameworks emphasizing socio-technical system building and analogies with design, (3) specific modules responding to AACSB ethics themes (moral ecologies, corporate social responsibility, corporate governance, and a history of the modern corporation) and (4) modules that provide the course with a capstone, integrative experience (Business Ethics Bowl, Social Impact Statement Reports, and Corporate

Ethics Compliance Officer Reports). While a quick glance shows that this collection holds more modules than can possibly be covered in a single semester, this approach gives the user flexibility as to the method used for integrating ethics into the business administration curriculum. Modules can be recombined into different standalone courses such as business ethics, business/government/society, or environment of organizations. Since each module can be covered independently, they can be integrated into the business administration curriculum as specific interventions in mainstream business courses in areas like accounting, finance, management, information systems, human resources or office administration. (In fact many have been written for and tested in these circumstances.) Business Ethics has been developed through the NSF-funded project, "Collaborative Development of Ethics Across the Curriculum Resources and Sharing of Best Practices," NSF SES 0551779.

Essay from the year 2007 in the subject Business economics - Business Ethics, Corporate Ethics, grade: 2,7, University of Glasgow (Department of Accounting and Finance), course: Advanced Financial Accounting, 41 entries in the bibliography, language: English, abstract: Ethical aspects have been permanently discussed within a wide range of society's interests which goes back to historical philosophers like Aristotle, Socrates and Plato, but is also on the daily agenda. What people define whether ethical or not can differ but there are a few objective building blocks which seem to be all-around the same. In simple words one would be considered as an ethical person by living principles like telling the truth, not stealing, and treating others as one would want to be treated. As Charles Tilley, CEO of CIMA, recently mentioned in an interview, "the definition of ethics (for accountants) has never changed. It is about being honest, open and professional". Ethical deliberations should encourage characteristics like loyalty, honesty, objectivity and integrity. The professional bodies...

Environmental Issues in the Curricula of International Business

A Six-Step Approach

Creating an Ethics-Based Curriculum

A Practice-Based Approach

Teaching Ethics Across the Management Curriculum, Volume II

Developing Ethical Leaders

Strategies for Development and Implementation

"This volume offers new approaches to equipping our student leaders with the skills, competencies, and courage to act in an ethical manner, even in the face of peer pressure, tradition, or convention. Each chapter includes: Ideas and strategies to help student leaders become more ethically fit. Ways to challenge students to pursue what is ethical and right rather than simply avoiding what is wrong or illegal. Examples of words, phrases, and red flag situations, along with effective responses, that can be practiced and taught. Six different leadership models to help understand the dynamics and potentials of ethics-related leadership." from publisher's website.

A concern for the ethical instruction and formation of students has always been a part of American higher education. Yet that concern has by no means been uniform or free from controversy. The centrality of moral philosophy in the undergraduate curriculum during the mid-19th Century gave way later during that era to the first signs of increasing specialization of the disciplines. By the middle of the 20th Century, instruction in ethics had, by and large, become confined almost exclusively to departments of philosophy and religion. Efforts to introduce ethics teaching in the professional schools and elsewhere in the university often met with indifference or outright hostility. The past decade has seen a remarkable resurgence of the interest in the teaching of ethics, at both the undergraduate and the professional school levels. Beginning in 1977, The Hastings Center, with the support of the Rockefeller Brothers Fund and the Carnegie Corporation of New York, undertook a systematic study of the state of the teaching of ethics in American higher education.

The primary purpose of this book is to stimulate dialogue and discussion about the most effective ways of teaching ethics. Contributors to the book focus on approaches and methodologies and lessons learned that are having an impact in leading students to confront with accountability and understanding the bases of their ethical thinking, the responsibilities they have to an enlarged base of stakeholders (whose needs and interests often are conflicting), and their stewardship to use their talents responsibility not only in fulfilling an enterprise's economic goals but also to recognize the impact of their actions on both individuals and larger society. The primary audiences for the book are those individuals responsible for teaching management, especially those with responsibilities for teaching business ethics. But the book is also designed for practicing managers, for these managers have among their most important responsibilities the development of people in their organizations who have the integrity, values, and competences to be effective managers of economic resources while at the same time to recognize the roles of their enterprise in shaping society.

Developing an Online Educational Curriculum: Techniques and Technologies acts as a guidebook for teachers and administrators as they look for support with their online education programs. It offers teaching suggestions for everything from course development to time management and community building. The book is designed to provide information to help teachers work more effectively with online tools, develop course materials for existing online courses, work with the internet as a medium of education and complete daily activities - such as evaluating assignments, lecturing and communicating with students more easily. Administrators are also given support in their efforts to recruit, train, and retain online teachers, allocate resources for online education and evaluate online materials for promotion and tenure.

Activating Change in Tourism Education

Creating a Caring Science Curriculum

An Emancipatory Pedagogy for Nursing

An Evidence Informed Approach

Planning the Development of Builders, Leaders and Managers for 21st-

Century Business: Curriculum Review at Columbia Business School

Teaching Ethics Across the Management Curriculum, Volume III

The main professional accounting bodies in the UK are introducing more formal courses in ethics. Can ethics be taught?

This book shares with English readers Chinese theoretical and practical explorations of moral education curriculum for primary schools within the basic education curriculum reform project since 2001. The book expounds this moral education curriculum reform and focuses on three main ideas: The curriculum's aim is to enrich children's experiences and reflect their own lives; the curriculum's content is originated from children's lives; the curriculum's structure is developed from children's learning approach in their morality and social study. In this book, light is also shed on how to construct moral education textbooks, direct moral instruction, and moral teacher identity in the perspective of moral learning; how to knit law education and Chinese traditional culture education in moral curriculum. This is the first comprehensive book focusing on Chinese moral education curriculum reform. It will appeal to researchers, research students, and writers of moral education textbooks. It is also suitable for teacher training programs to help future teachers learn about moral education curriculum and help them effectively design and organize it for children's morality study.

Of those in management education who debates whether business ethics should be taught as a stand-alone course or in an embedded manner, most recommend combining both approaches for optimal results. This book provides unique insights into the experience of seasoned academics who embed business ethics in teaching management theory and practice. Its multidisciplinary approach enriches its content, since the insights of our colleagues from within their fields are invaluable. It therefore complements other business textbooks. After general themes (curriculum integration, adult learning, learner commitment, and generation Y classrooms), this volume covers ethics and responsibility in people management, team building, change management; operations management, business law, and digital marketing communications. The book provides a platform to share experiences of teaching ethical profitability. It contributes to resolving concerns experienced when faculty wish to incorporate ethics into their teaching but feel they lack preparation or ideas on how to do it. The chapters describe each discipline briefly, raise the

typical ethical issues therein, and suggest teaching strategies and exercises or projects. The 'developing versus developed country perspectives' sections may interest schools with high student diversity. The book also meets in-company training needs for attaining and sustaining an ethical culture.

This book offers nurse educators a single text that covers the curriculum development process alongside some examples of innovation in approaches to nurse education.

**Essential Resuscitation Skills for Medical Students -- Teaching Internal Medicine Residents to Incorporate Prognosis in the Care of Older Patients with Multimorbidity -- Longitudinal Program in Curriculum Development -- Appendix B: Curricular, Faculty Development, and Funding Resources -- Index -- A -- B -- C -- D -- E -- F -- G -- H -- I -- J -- K -- L -- M -- N -- O -- P -- Q -- R -- S -- T -- U -- V -- W
Children's Life and Moral Learning**

A Manifesto

Improving Discipline-Based Undergraduate Medical Curriculum Process and Innovations

Examining the Impact of Community Colleges on the Global Workforce

A Curriculum Development

A Handbook for International Faculty