



**COWLEY COLLEGE  
& Area Vocational Technical School**

**COURSE PROCEDURE FOR**

**ETHICS  
PHO6460 3 Credit Hours**

**Student Level:**

This course is open to students on the college level in either Freshman or Sophomore year.

**Catalog Description:**

**PHO6460 - ETHICS (3 Hrs)**

**[KRSN PHL1020]**

A practical approach to recognizing, understanding and solving ethical problems confronting individuals in today's society. Basic concepts of applied ethical theories in moral philosophy and reasoning are examined using critical thinking and responsible decision making skills.

The learning outcomes and competencies detailed in this course meet, or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as sanctioned by the Kansas Board of Regents.

**Prerequisites:**

None

**Controlling Purpose:**

This course is designed to help the student examine a variety of social personal and professional ethical issues and problems and learn methods of resolving the issues through the use of critical thinking skills, ethical reasoning and legal and professional codes of conduct.

**Learner Outcomes:**

1. The student will understand the historical development of ethical thinking, considering ideas from early Greek to contemporary philosophers.
2. The student will recognize and analyze a variety of ethical issues when confronted with examples of situations containing such issues.
3. The student will understand the multi cultural aspects of ethics.
4. The student will apply critical thinking skills, ethical principles, and logical reasoning processes to resolve ethical issues.

**Units Outcomes and Criterion Based Evaluation Key for Core Content:**

The following outline defines the minimum core content not including the final examination period. Instructors may add other material as time allows.

Evaluation Key:

- A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.
- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.
- D = A few of the major goals have been achieved, but the student’s achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

<b>UNIT 1: CONFLICT OF INTEREST (Chapters 1 and 2)</b>						
Outcomes: Upon Completion of this unit, students will be able to successfully...						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify possible sources of one’s “sense of right and wrong”.
						Classify matters as non-moral or moral.
						Explain how story-telling assists in decision making.
						Compare and contrast “moral virtues” with “intellectual virtues.
						Trace the development of modern theories of virtue.
						Recall what a “study of ethics” should provide us.

**UNIT 2: MORAL THEORY AND DEVELOPMENTAL REASONING (Chapters 3-5)**

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Summarize the theory of self realization.
						Describe key elements of Aristotle conceptual framework often adopted by Christians.
						Compare and contrast metaethics with normative ethics.
						Identify the sources from which the Divine Theorist is to determine the Will of God.
						Evaluate Kohlberg's stages of moral development.

**UNIT 3: SOCIAL ISSUES: ABORTION AND DEATH AND DYING (Chapters 6-7)**

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Name four specific kinds of conflict that the abortion issue can reflect.
						Role play the abortion issues as they impact the wider family circle.
						Distinguish between killing suicide, assisted suicide, homicide on request and mercy killing.
						Summarize arguments in support of moral difference between active killing and allowing to die.

**UNIT 4: BIOETHICS AND SEXUAL ETHICS (Chapters 8-9)**

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Summarize the core principles of the Hippocratic Oath.
						Evaluate the positions for and against the “principle of truth-tellings”.
						Evaluate medical proposals used in a social dimension as they relate to disease, organ procurement and scarce medical resource.
						Outline the history of sexual ethics from the period of the ancient Hebrews through the Sexual Revolution.
						Identify factors contributing to liberal sexual standards of periods in American History.
						Give examples of how “consent” is not the only factor involved in determining the morality or immorality of sexual behavior.

**UNIT 5: PORNOGRAPHIC/PUNISHMENT (Chapters 10-12)**

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Compare and contrast elements of “Roth” and “Miller” tests for obscenity.
						Discuss and evaluate legislation governing pornography.
						Identify and discuss aspects of punishment as a philosophical problem.
						Explain the concept of “foreseeing the consequences” regarding the punishment issue.
						Describe “mixed” and “Integrative” approach to punishment.
						Identify an environmental problem and apply problem solving steps to eliminate or reduce the problem.

**UNIT 6: ISSUES: WAR/ECONOMICS (Chapters 13-14)**

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Name possible international standards to which nations can refer in deciding issues of war.
						Discuss and develop methods for ethical matters as they pertain to the issues of pacifism and war.
						Compare and/or contrast the moral requirements for responding to world hunger.

**UNIT 7: ISSUES: BUSINESS AND PROFESSIONAL RESPONSIBILITY (Chapter 15)**

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Explain the three levels of ethical behavior that affect people.
						Identify characteristics elements of the professional structure.
						Compare and contrast the ethical power standards for individuals as identified by Kenneth Blanchard and Norman Vincent Peale.
						Name two advantages and two disadvantages of the participatory management model.
						Explain and justify the "corporate culture" concept.

**UNIT 8: SOCIAL IMPLICATIONS IN BUSINESS (Chapters 16-17)**

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Name and explain the three concepts in favor of and against the ideals of social responsibility.
						Discuss the pyramid form of corporate governance.
						Differentiate between and discuss the stockholder and the stockholder models.
						Identify lessons learned from successful businesses with regard to pursuing ethical standards.
						Describe the positive role of criticism in the workplace.
						Summarize basic constitutional rights in the workplace and name the moral conflicts confronting anyone who considers “blowing the whistle”.

**UNIT 9: WORKPLACE DISCRIMINATION (Chapters 18-19)**

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Summarize various federal enactments in the field of fair employment law.
						Explain how increased education might translate into occupational gains
						Identify two examples of people who have achieved despite obstacles of prejudice.
						List and discuss examples of the social cost of bias.
						Outline the history of libel law in the U. S.

## UNIT 10: CODES OF ETHICS (Chapters 20-21)

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Recall factors leading to federal and state campaign finance reform.
						Explain how codes of ethics vary.
						Discuss the code of ethics with present day applications.
						Compare and contrast professional and corporate code of ethics.

### **Projects Required:**

### **Textbook:**

Contact Bookstore for current textbook.

### **Materials/Equipment Required:**

### **Attendance Policy:**

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

### **Grading Policy:**

The grading policy will be outlined by the instructor in the course syllabus.

### **Maximum class size:**

Based on classroom occupancy

### **Course Time Frame:**

The U.S. Department of Education, Higher Learning Commission, and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching, and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

**Refer to the following policies:**

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

**Disability Services Program:**

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class which requires accommodations, contact the Disability Services Coordinator.