



**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.

**Prerequisites:**

None

**Controlling Purpose:**

Students will 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 Clock Hours of Instruction for Core Curriculum:**

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 (Chapter 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:
						1. Identify possible sources of one’s “sense of right and wrong”.
						2. Classify matters as non-moral or moral.
						3. Explain how story-telling assists in decision making.
						4. Compare and contrast “moral virtues” with “intellectual virtues.
						5. Trace the development of modern theories of virtue.
						6. Recall what a “study of ethics” should provide us.

<b>UNIT 2: MORAL THEORY AND DEVELOPMENTAL REASONING (chapter 3-5)</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:
						1. Summarize the theory of self realization.
						2. Describe key elements of Aristotle conceptual framework often adopted by Christians.
						3. Compare and contrast metaethics with normative ethics.
						4. Identify the sources from which the Divine Theorist is to determine the Will of God.
						5. Evaluate Kohlberg’s stages of moral development.

<b>UNIT 3: SOCIAL ISSUES: ABORTION AND DEATH AND DYING (CHAPTER 6-7)</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:
						1. Name four specific kinds of conflict that the abortion issue can reflect.
						2. Role play the abortion issues as they impact the wider family circle.

						3. Distinguish between killing suicide, assisted suicide, homicide on request and mercy killing.
						4. Summarize arguments in support of moral difference between active killing and allowing to die.

**UNIT 4: BIOETHICS AND SEXUAL ETHICS (Chapter 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:
						1. Summarize the core principles of the Hippocratic Oath.
						2. Evaluate the positions for and against the “principle of truth-tellings”.
						3. Evaluate medical proposals used in a social dimension as they relate to disease, organ procurement and scarce medical resource.
						4. Outline the history of sexual ethics from the period of the ancient Hebrews through the Sexual Revolution.
						5. Identify factors contributing to liberal sexual standards of periods in American History.
						6. Give examples of how “consent” is not the only factor involved in determining the morality or immorality of sexual behavior.

**UNIT 5: PORNOGRAPHIC/PUNISHMENT (Chapter 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:
						1. Compare and contrast elements of “Roth” and “Miller” tests for obscenity.
						2. Discuss and evaluate legislation governing pornography.
						3. Identify and discuss aspects of punishment as a philosophical problem.
						4. Explain the concept of “foreseeing the consequences” regarding the punishment issue.
						5. Describe “mixed” and “Integrative” approach to punishment.
						6. Identify an environmental problem and apply problem solving steps to eliminate or reduce the problem.

**UNIT 6: ISSUES: WAR/ECONOMICS**

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

A	B	C	D	F	N	Specific Competencies Demonstrate the ability to:
						1. Name possible international standards to which nations can refer in deciding issues of war.
						2. Discuss and develop methods for ethical matters as they pertain to the issues of pacifism and war.
						3. 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:
						1. Explain the three levels of ethical behavior that affect people.
						2. Identify characteristics elements of the professional structure.
						3. Compare and contrast the ethical power standards for individuals as identified by Kenneth Blanchard and Norman Vincent Peale.
						4. Name two advantages and two disadvantages of the participatory management model.
						5. Explain and justify the “corporate culture” concept.

**UNIT 8: SOCIAL IMPLICATIONS IN BUSINESS (Chapter 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:
						1. Name and explain the three concepts in favor of and against the ideals of social responsibility.
						2. Discuss the pyramid form of corporate governance.
						3. Differentiate between and discuss the stockholder and the stockholder models.
						4. Identify lessons learned from successful businesses with regard to pursuing ethical standards.
						5. Describe the positive role of criticism in the workplace.
						6. Summarize basic constitutional rights in the workplace.

							7. Name the moral conflicts confronting anyone who considers “blowing the whistle”.
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**UNIT 9: WORKPLACE DISCRIMINATION (Chapter 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:
						1. Summarize various federal enactments in the field of fair employment law.
						2. Explain how increased education might translate into occupational gains
						3. Identify two examples of people who have achieved despite obstacles of prejudice.
						4. List and discuss examples of the social cost of bias.
						5. Outline the history of libel law in the U. S.

**UNIT 10: CODES OF ETHICS (Chapter 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:
						1. Recall factors leading to federal and state campaign finance reform.
						2. Explain how codes of ethics vary.
						3. Discuss the code of ethics with present day applications.
						4. 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 discussed on the first day of class.

**Grading Policy:**

Grading may vary according to the instructor.

**Criterion Based Evaluation:**

Grades are based on total points the student earned on

Unit Exams

Homework

Final Exam

Letter grades will be assigned according to the following scale

A = 100-90

B = 89-80

C = 79-70

D = 69-60

F = 59 and below

**Maximum class size:**

40

**Course Time Frame:**

3 Clock Hours per week

**Catalog Description:**

PHO 6460 *Ethics* (3 Hours)

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.

**Academic Code of Conduct:**

Cowley College is committed to instilling in its students a high level of academic integrity. Integrity in the classroom is a definite expectation. Students who compromise the integrity of the academic process are subject to disciplinary action by the college.

A violation of academic integrity includes but is not limited to:

- Plagiarism
- Cheating
- Fabrication and Falsification
- Multiple Submission
- Misuse of Academic Materials
- Complicity in Academic Dishonesty

**If a student is ever in doubt about the specific guidelines governing individual or group work with respect to a particular course or assignment, be sure to ask the instructor for clarification.**

**XF Grade**

In accordance to the Academic Code of Conduct, an XF grade may be given to:

1. Students who are guilty of academic misconduct on tests or major assignments.

2. Students who knowingly facilitate classmates in academic misconduct on tests or major assignments (will be based upon the decision of the Appeals Committee).
3. Students who commit repeat violations of the Academic Code of Conduct on any class assignments.

**The Academic Code of Conduct will be used to define academic misconduct.**

If an instructor determines a student should receive an XF grade:

1. The instructor will meet with the student and follow the Academic Code of Conduct to ensure that the student has an initial opportunity to respond.
2. If the instructor still believes the student should receive an XF grade, the instructor will notify the Instructional Office and complete an XF form.
3. The student will then be notified of his/her right to appeal by the Appeals Committee, which will be scheduled as needed.
4. If the student chooses to appeal the X portion of the grade, the Appeals Committee will have the final authority.
5. The student will have the opportunity to remain in the class until the appeal process has been completed. Formal withdrawal from the class will not prevent the student from receiving a grade of XF.
6. A student may not withdraw from a class after receiving a grade of XF.
7. The decision of the Appeals Committee will be the final decision. The student, teacher, and advisor will be notified within 4 business days

To have the first XF grade removed from his/her transcript, the student must perform 20 hours of community service and successfully complete a course on academic honesty by the end of the following semester. The community service will be arranged through A.C.E.S. and will be completed at the discretion of the A.C.E.S. sponsor. The course will be for 1 credit hour at the student's expense with no financial aid or scholarship assistance. The Instructional Office may keep internal records that show the student received an XF grade that was later converted to an F after completion of the required community service and short course on academic honesty.

If a student receives an XF grade for a second time, that grade will remain on his/her transcript with no opportunity for removal. An XF grade cannot be erased from the Academic Fresh Start program.

**Academic Misconduct**

First Level Resolution

The original jurisdiction of any case involving academic misconduct shall be with the faculty member whose course the alleged misconduct occurred. If a faculty member suspects a student of an academic misconduct, he/she must inform the student without unnecessary delay of the alleged misconduct and provide the student the opportunity to respond before taking any action. Students suspected of academic misconduct, whether acknowledging involvement or not, shall be allowed to continue the course without prejudice pending disciplinary actions. If the faculty member takes no action within 10 days after informing the student, the allegations shall be considered dismissed.

The faculty member may take one or more of the following actions: alter a grade or assign a grade of "F" in the assignment, examination, or the course and/or recommend an additional sanction up to and including suspension

and/or dismissal from the course. The action taken by the faculty member should be reported to their Department Chair/Director and the Instructional Office. The student so affected shall have the right of appeal through the Vice President of Academic and Student Affairs.

### Second Level Resolution

Multiple offenses to academic misconduct WILL result in administrative withdrawal from the institution. The student so affected shall have the right of appeal through the Vice President of Academic and Student Affairs.

(Institutional Policies: Student Affairs Council: Series 400.00: 402.00 Academic Code Of Conduct)

### Disability Services Program:

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If you have a disability which may impact your work in this class and for which you require accommodations, please contact Mark A. Richardson, the Disability Services Coordinator, located in the Nelson Student Center Room 203 in order for arrangements of needed accommodations. Phone number: Main Campus – 620-441-5557 or North Campuses – 316-554-2724.

E-mail: [richardson@cowley.edu](mailto:richardson@cowley.edu)

### Grade Change/Appeal:

If a student is dissatisfied with a course grade issued by an instructor and believes the grade issued is incorrect, the student may use the following appeal procedures:

- The student shall, within one academic semester following issuance of the grade, confer with the instructor and outline the reason(s) the student feels the grade is incorrect.
- The instructor shall advise the student of the grade change-if applicable.
- If the student is not satisfied with the results of the conference, he/she may request a Student Grade Appeal Form in the office of the Vice President of Academic and Student Affairs or the Dean of North Campuses. A review conference shall be held within the semester that the appeal is filed. The Vice President of Academic and Student Affairs, or their designee, the instructor who issued the grade, the Chairperson of the department or the Instructional Director involved or their designee will comprise the committee. The Vice President of Academic and Student Affairs will issue a decision and notify the student in writing within ten (10) days following the review. This decision is final.

(Institutional Policies: Academic Affairs Council: Series 200.00: 263.00 Student Appeal of Course Grade)

### Student Code of Conduct

Students attending Cowley College are expected to conduct themselves as responsible individuals at all times while on campus. Acts of incivility or other behavior which interferes with or detracts from the learning-centered environment are not acceptable. In addition, student actions which violate school policies or local, state, or federal laws are not tolerated and may result in dismissal from the college or other disciplinary action.

- Intoxicating Beverages and/or Illegal Drugs: No alcoholic or cereal malt beverages and/or illegal drugs shall be allowed on the campus or at school-sponsored functions.
- Tobacco: Smoking is not permitted in College facilities. This includes smokeless tobacco products.

Rev. 1/24/2007

DISCLAIMER: THIS INFORMATION IS SUBJECT TO CHANGE. FOR THE OFFICIAL COURSE PROCEDURE CONTACT ACADEMIC AFFAIRS.

- Dress and Appearance: Students are expected to be clean and dress within the limits of general trends of dress at this college. Additionally, dress must be in accordance with all laws pertaining to health, sanitation, and insurance.
- Classroom Expectations: Students are expected to behave in a civil and professional manner in the classroom. Instructors shall not permit the continued presence of disruptive behavior in class.
- Visitors and Children: Only students who are enrolled in classes are allowed to attend. Children and visitors must have prior approval from administration to attend class sessions. While on campus children and visitors must adhere to all school policies. All children under the age of 16 must be under direct supervision of a parent or guardian while on campus.
- Destruction of Property and/or Theft: Students are expected to respect the rights and property of other students, faculty, staff, etc.
- Student Identification Cards: All enrolled students at Cowley College are required to obtain a student ID card. Students must carry their current ID card with them at all times on campus.
- Electronic Devices: Cellular phones, pagers and other electronic devices shall not be used in a manner that causes disruption in the classroom, library or within any college-owned or college-operated facilities. This includes abuse of cellular devices with photographic capability. Utilizing these devices for the purposes of photographing test questions or other forms of academic misconduct or illegal activity is prohibited, as is photographing individuals in secured areas such as lavatories or locker rooms. Taking photographs of any individuals against their will is strictly prohibited.

(Institutional Policies: Student Affairs Council: Series 400.00: 403.00 Student Code Of Conduct)