

**Core Curriculum
Course Proposal Cover Sheet
Philosophy 301 “Professional Ethics”**

Department: ***Social Sciences***

College: ***COLFA***

Department Head: *Malcolm Cross*

Course Prefix & Number: ***Phil 301***

Course Title: ***Professional Ethics***

Course Description: *This course will consider both the responsibilities inherent in a profession as such and some of the specific ethical dilemmas that arise in particular professions: medicine, military, business, law, engineering, education, etc...*

Please select the THECB Foundational Component Area for which this course is submitted.

Social and Behavioral Sciences

SOCIAL and BEHAVIORAL SCIENCE
FOUNDATIONAL COMPONENT AREA JUSTIFICATION FORM
PHILOSOPHY 301 “PROFESSIONAL ETHICS”

Rationale for Inclusion in this Category:

Many college students aspire to enter specific professions in order to fulfill their career goals. Membership in the professional classes, which includes areas such as medicine, military, government, law, engineering, and the religious orders, requires commitment to high ethical standards. When professionals act in morally irresponsible ways, great harm results to both individuals and to the common good as a whole. Professionals, unlike other occupations, serve society broadly by exercising a vital and necessary social function. Professionals normally enjoy monopoly status on the right to practice their profession, making personal and social responsibility necessary conditions for them. Professions are usually self-policing as well, making moral integrity and commitment to professional duty a vital concern to individuals and society as a whole. Professions enjoy excellent pay and social prestige as a reward for two things: sacrificing many years of their lives in commitment to intense and specialized training, and for committing their working lives to serving society in a highly specialized and valued way.

Because the consequences of moral irresponsibility in the professional classes are especially negative, individuals serving in the professions must execute their fiduciary duties with the highest moral standards. Without this commitment, the public trust is compromised. Since professionals, perhaps more than any other occupation, have unique burdens associated with comprehending and making difficult moral decisions and judgments, their specialized education has to test their commitment to moral virtue. Merely having excellent technical skills, therefore, isn't sufficient for membership in the professional classes.

In order to exercise their unique, specialized, and prized monopolistic social function with moral integrity, professionals have a special need to internalize and consistently practice excellent critical thinking and communication skills. Additionally, professionals must learn and apply appropriate empirical and quantitative methods relevant to their professional duties. Learning these methods facilitates accurate, competent, and rationally justifiable professional decisions and judgments consistent with the high moral standard that society expects from its professionals. It goes without saying that professionals have unique social responsibilities grounded in their fiduciary duties to serve the public impartially with respect to their professional practice.

STUDENT LEARNING OUTCOME ALIGNMENT FORM
Social and Behavioral Science

Course Prefix/Number: Phil 301
Course Title: Professional Ethics

Core Objective: Critical Thinking CT1: Students will evaluate evidence in analysis, interpretation or arguments

Course SLO(s): Students will understand one or more decision procedures for framing and resolving ill defined and difficult moral problems.

Learning Activities: lecture, discussion, case study analysis

Means of Assessment: Embedded questions on examinations

Core Objective: Critical Thinking CT2: Students will synthesize varied components of information to form a rational conclusion.

Course SLO(s): Students will distinguish between facts that are morally relevant to a case and facts that aren't morally relevant

Learning Activities: Case study assessment and discussion

Means of Assessment: Embedded exam questions pertinent to a case study supplied

Core Objective: Communication C1: Students will express ideas in written, visual or oral forms to a range of diverse audiences in multiple settings.

Course SLO(s): Students will identify complex moral issues relevant to a professional context by answering questions that demonstrate mature rational analysis of a moral problem.

Learning Activities: Lecture, case study analysis

Means of Assessment: Embedded questions on exams.

Comment [CT1]: doesn't match SLO

Core Objective: Empirical and Quantitative Skills EQS1: Students will gather, interpret or use numerical data/observable facts to arrive at an informed conclusion.

Course SLO(s): Students will comprehend the importance that statistical and observational data plays in framing and analyzing difficult moral problems in everyday life and in a professional context

Learning Activities: Lecture, specific cases in, e.g. medicine/military/etc... incorporate statistical data as morally relevant to making rationally defensible and justifiable moral judgments in the professions

Means of Assessment: Embedded questions on exams

Core Objective: Social Responsibility SR1: Students will demonstrate an understanding of different cultural perspectives.

Course SLO(s): Students will understand that the unique moral demands of professional duty transcend culture, as well as understand the need to be sensitive to cultural factors in making particular moral judgments in particular professional decision points

Learning Activities: Lecture and case studies

Means of Assessment: Embedded question on exams

As department head, I will ensure that all faculty that teach this course are aware of the requirements that these core objectives and learning strategies be incorporated into the above referenced course. This action is taken so that Tarleton State University will be in compliance with Texas Higher Education Coordinating Board foundational component area and core objective requirements for the General Education Core Curriculum.

Signature: **Malcolm Cross**

We, the undersigned faculty, support the proposed changes to this course and agree to incorporate them into our section of the above referenced course. This action is taken so that Tarleton State University will be in compliance with Texas Higher Education Coordinating Board foundational component area and core objective requirements for the General Education Core Curriculum.

(Signed document should be kept in department office, listing names below on the electronic document implies acceptance)

Dr. Craig Clifford
Dr. Matthew Hallgarth