

**Maui Community College  
Curriculum Action Request (CAR) Form  
Course**

- 1. Author(s): Bud Clark
- 2. Department: PHIL
- 3. Date submitted to Curriculum Committee: 4/22/08

For Banner use:	
<input type="checkbox"/>	SCACRSE
<input type="checkbox"/>	SCAPREQ
<input type="checkbox"/>	CAPPs
<input type="checkbox"/>	WebCT-Detl
<input type="checkbox"/>	CoReq-Detl
<input type="checkbox"/>	Eqm-Detl
<input type="checkbox"/>	Old Inactivated
<input type="checkbox"/>	Crosslist done
<input type="checkbox"/>	Another prereq

4. Type of action
- |   |                                       |   |  |
|---|---------------------------------------|---|--|
| <i>Addition</i>                             |                                       | <i>Modification</i>                       |  |
| <input checked="" type="checkbox"/> regular | <input type="checkbox"/> alpha/number | <input type="checkbox"/> prerequisite     |  |
| <input type="checkbox"/> other, specify:    | <input type="checkbox"/> title        | <input type="checkbox"/> corequisite      |  |
|   | <input type="checkbox"/> credits      | <input type="checkbox"/> recommended prep |  |
|   | <input type="checkbox"/> description  | <input type="checkbox"/> other, specify:  |  |

5. Existing course  
*Alpha & number* none      *Title* none      *Credits* na

6. Proposed new/modified course  
*Alpha & number* PHIL 301    *Title* Ethical Theory      *Credits* 3

7. Reason for this curriculum action  
 To meet WASC recomendation for 4 year curriculum i.e. ABIT

8. New course description (or catalog page of current course description, if unchanged)  
 Investigates problems and methods in theory of moral conduct and decision-making. Discusses primary source materials, meta-ethics, and normative theories as well as applied ethics.

9. Prerequisite(s) – see Prerequisite Style Sheet for samples  
 ENG 100 and ENG 210 or 316 or PHIL 100, 101, 102, 110, both with grade C or better ; or consent.  no  yes

10. Corequisite(s): none

11. Recommended preparation: upper division standing

12. Cross listed:  no     yes; cite course alpha & number

13. Student contact hours per week:  
3 hr. lecture    \_\_\_\_\_ hr. lab    \_\_\_\_\_ hr. lecture/lab    \_\_\_\_\_ hr. other; explain:

14. Grading:  Standard (Letter, Credit/NoCredit, and Audit options)  
 Letter grade only       Credit/NoCredit only       Not for audit

15. Repeatable for credit?  no     yes; maximum is \_\_\_\_\_ credit or  unlimited.

16. Special fees required?  no     yes; explain: upper division tuition

17. Proposed term of first offering: Spring semester of 09 year.

18. List degrees, certificates, prerequisites, and catalog sections (*and their page numbers*) affected by this proposal:

19. Maximum enrollment? 30 Rationale, if applicable:

20. Special resources (*personnel, supplies, etc.*) required?  no  yes, explain:

21. Course is restricted to particular room type?  no  yes, explain: classroom needs to have a computer and media technology.

22. Special scheduling consideration?  no  yes, explain:

23. Method(s) of delivery appropriate for this course (check all that apply)

Traditional  HITS Interactive TV  Cable TV  Online  Other, explain:

24. Which of the collegewide General Education Academic Skill Standards (CCOWIQs) does this course support? (Check all that apply)

1 - Written Communications

4 - Oral Communication

2 - Quantitative Reasoning

5 - Critical Thinking

3 - Information Retrieval & Technology

6 - Creativity

Other General Education SLOs, such as Ethics, Scientific Inquiry, or Service-Learning, explain: ethics

25. Which program SLOs does this course support? (List all that apply and explain, if necessary.)

Program SLO 1: Explain:

Program SLO 2: Explain:

Program SLO 3: Explain:

Program SLO 4: Explain:

Program SLO 5: Explain:

26.  Course is a requirement for this CTE (Career Technical Education) program degree/certificate:

Course is an elective for this CTE program degree/certificate: ABIT

Course is a general education elective for CTE degrees, fulfilling:

Quantitative

English/Communication

Humanities

Natural Science

Social Science

27.  Course satisfies the following category for the AA degree (*starting Fall 2008*)

Category I - Foundations/Skills

English Communication

Computer/Information Processing and Retrieval

Symbolic Reasoning

Global and Multicultural Perspectives

Category II - Breadth of Understanding and Experience

Human Understanding

The Individual

The Community

Human Expression

Environmental Awareness

Asia/Pacific Perspective

Category III - Focus/Specialization/Area of Interest

Area of Interest Requirement Name:

Electives Name:

Other Graduation Requirements

Writing Intensive (*appropriate for WI*)

- Science Lab
- Hawai'i Emphasis

28. Course  increases  decreases  makes no change to number of credits required for program(s) affected by this action.

29. Course is taught at another UH college (go to <[http://myuh.hawaii.edu/uhdad/bwckctlg.p\\_disp\\_dyn\\_ctlg](http://myuh.hawaii.edu/uhdad/bwckctlg.p_disp_dyn_ctlg)>)

no (*Proposed course should use an "open" alpha/no. not used for a different course at other UH colleges*).

Explain why this course is proposed for MCC:

yes (*Proposed course should use the same alpha/no. used for a comparable course at another UH college*).

Specify college(s), course, alpha, and number: Manoa, PHIL 301 - Ethical Theory

30. Course is

not appropriate for articulation at:  UHCC  UH Manoa  UH Hilo  UH WO  Other/PCC

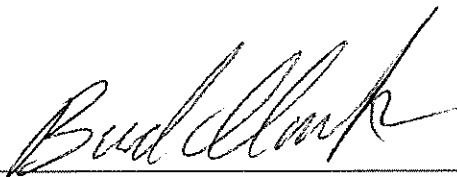
articulated\* at:  UHCC  UH Manoa  UH Hilo  UH WO  Other/PCC

appropriate for articulation\* at:  UHCC  UH Manoa  UH Hilo  UH WO  Other/PCC

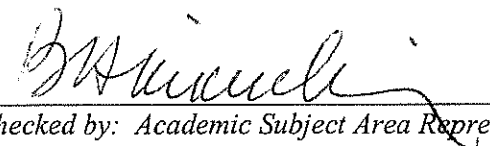
*\*NOTE: Attach Course Articulation Form if course is already articulate to the General Education Core at UH Manoa or if it is appropriate for articulation.*

Additional Information:

Maui Community College  
Curriculum Action Request (CAR) Signature Page

  
Proposed by: Author or Program Coordinator

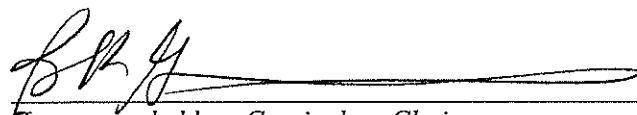
March 5/08  
Date

  
Checked by: Academic Subject Area Representative to Curriculum Committee Date

03/05/08

  
Requested by Department: Department Chair

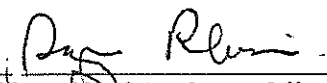
3/5/08  
Date

  
Recommended by: Curriculum Chair


4/22/08  
Date

  
Approved by Academic Senate: Academic Senate Chair

5/6/08  
Date

  
Endorsed by: Chief Academic Officer

4/6/08  
Date

  
Approved by: Chancellor

7/18/08  
Date

Maui Community College  
Course Outline

- |                         |  |
|-------------------------|--|
| 1. Alpha and Number     | PHIL 301   |
| 2. Course Title         | Ethical Theory   |
| Credits                 | 3  |
| Date of Outline         | April 20, 2008   |
| 2. Course Description   | Investigates problems and methods in theory of moral conduct and decision-making. Discusses primary source materials, meta-ethics, and normative theories as well as applied ethics. |
| 3. Contact Hours/Type   | 3 hours/lecture  |
| 4. Prerequisites        | ENG 100 and ENG 210 or 316 or PHIL 100, 101, 102, 110, both with grade C or better; or consent   |
| Corequisites            | none   |
| Recommended Preparation | upper division standing  |

Approved by



Date

7/18/08

## 5. General Course Objectives

Examine and analyze moral issues to determine the most appropriate actions. Emphasises underlying ethical theories. Analyze and apply ethical theories through case studies and critical analyses of contemporary ethical issues from a global perspective.

See the attached curricular grid for detailed information on how PHIL 301 focuses on the Maui Community College general education standards.

PHIL 301 fulfils 3 of the 13 general education course requirements in Maui Community College's Bachelor of Applied Science in applied Business and Information Technology (ABIT).

## 6. Student Learning Outcomes

For assessment purposes, these are linked to #7. Recommended Course Content.

On successful completion of this course, students will be able to:

- a. identify moral issues that are a part of daily life;
- b. describe and apply a variety of major ethical theories to "real life / on the job" situations involving ethical decision-making;
- c. gain access to literature of ethical theory relevant to current ethical concerns;
- d. distinguish personal moral perspectives from ethical theory;
- e. describe multicultural perspectives that may affect ethical decision making competency;
- f. employ critical thinking skills to the analysis of ethical issues;
- g. communicate effectively with others on issues of ethics, utilizing appropriate forms of oral communication, as well as multimedia presentations; and
- h. demonstrate an appropriate level of written communication.

## 7. Recommended Course Content and Approximate Time Spent on Each Topic Linked to # 6. Student Learning Outcomes.

0-1 week	Ice breaker/get acquainted activity Introduction to the course syllabus including a discussion of course materials, assignments, projects. (a, d)
1 -2 weeks	Review principles of critical thinking (f, h)
1-2 weeks	History of Moral philosophy (a, c, d)
3-6 weeks	Metaethics (c, d, e, h)

- 3-6 weeks            Normative ethics (c, d, e, h)
- 2- 4 weeks           Applied ethics and case studies (a, b, c, d, e, f, g, h)

8. Text and Materials, Reference Materials, Auxiliary Materials and Content

Appropriate text(s) and materials will be chosen at the time the course is offered from those currently available in the field. Examples include, but are not limited to

Text materials, such as

- Nicomachean Ethics* by Aristotle
- Groundwork on the Metaphysics of Morals* by Immanuel Kant
- Principia Ethica* by G.E. Moore
- Utilitarianism* by John Stuart Mill
- Lun Yu* by Confucius

General reference materials, and videos should be made available in the Reserve Room at the MCC Library.

9. Recommended Course Requirements and Evaluation

Specific course requirements are at the discretion of the instructor at the time the course is being offered. Suggested requirements might include, but are not limited to

- 10 –50%            Written quizzes, midterm(s) and/or a final exam covering lectures, discussions, media presentations, guest speakers, and reading assignments. (a, b ,c, d, e, f, g, h)
- 20–35%            Projects and reports (a, b, c, e, f, g, h)
- 20-35%            Presentations on case studies (a, b, c, d, e, f, g ,h,)
- 0–10%              Punctuality, attendance, and participation (a, f)

10. Methods of Instruction

Instructional methods will vary considerably with instructors. Specific methods will be at the discretion of the instructor teaching the course and might include, but are not limited to

quizzes and other tests with feedback and discussion

written work  
lectures and class discussions  
problem solving  
electronic presentations  
videos, DVDs, CD-ROMs with detailed viewing guide and discussion questions  
data analysis, and other activities  
field trips including field notes  
guest speakers and attendance at public lectures  
group activities  
group presentations  
games and simulations  
homework assignments such as  
    reading, watching, or writing summaries and reactions to ethical  
    issues in the media including broadcast television, newspapers, video,  
    magazines, journals, lectures, web-based material, and other sources  
    reading text and reference materials and answering discussion questions  
    researching ethical issues and problems  
web-based assignments and activities  
reflective journals  
group and/ or individual research projects with reports or multimedia  
    presentations  
study logs and study groups  
Service-Learning, community service, and/or civic engagement projects; and  
other contemporary learning techniques (such as problem-based learning,  
    investigative case-based learning, co-op, internships, self-paced programs, etc.)



## Assessment of Intended Student Learning Outcomes Standards – CCOWIQs with Ratings for PHIL 301

**Key:**

3 = Major Emphasis: The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. The learner outcome is the focus of the class.

2 = Moderate Emphasis: The student uses, reinforces, applies and is evaluated by this learner outcome, but it is not the focus of the class

1 = Minor Emphasis: The student is provided an opportunity to use, reinforce, and apply this learner outcome, but does not get evaluated on this learner outcome

0 = No Emphasis: The student does not address this learner outcome

	PHIL 301
<b>Standard 1: Written Communication</b>	
Write effectively to convey ideas that meet the needs of specific audiences and purposes.	
1.1 Use writing to discover and articulate ideas	3
1.2 Identify and analyze the audience and purpose for any intended communication	2
1.3 Choose language, style and organization appropriate to particular purposes and audiences	2
1.4 Gather information and document sources appropriately	2
1.5 Express a main idea as a thesis, hypothesis, and other appropriate content	3
1.6 Develop a main idea clearly and concisely with appropriate content	3
1.7 Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics	3
1.8 Demonstrate proficiency in revision and editing	3
1.9 Develop a personal voice in written communication	3
<b>Standard 2: Quantitative Reasoning</b>	
Synthesize and articulate information using appropriate mathematical methods to solve problems and logically address real-life situations.	
2.1 Apply numeric, graphic and symbolic skills and other forms of quantitative reasoning, accurately and appropriately	0
2.2 Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate	1
2.3 Communicate clearly and concisely the methods and results of quantitative problem solving	0
2.4 Formulate and test hypotheses using numerical experimentation	1
2.5 Define quantitative issues and problems, gather relevant information, analyze that information, and present results	1
2.6 Assess the validity of statistical conclusions	0
<b>Standard 3: Information Retrieval and Technology (Information Literacy)</b>	
Access, evaluate, and utilize information effectively, ethically and responsibly.	
3.1 Use print and electronic information technology ethically and responsibly	2
3.2 Demonstrate knowledge of basic vocabulary, concepts, and operations of information technology and retrieval	1
3.3 Recognize, identify, and define an information need	2
3.4 Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information	2
3.5 Create, manage, organize, and communicate information through electronic media	0
3.6 Recognize changing technologies and make informed choices about their appropriateness and use.	2
<b>Standard 4: Oral Communication</b>	
Practice ethical and responsible oral communications appropriate to a variety of audiences and purposes.	
4.1 Identify and analyze the audience and purpose of any intended communication.	3
4.0 Gather, evaluate, select, and organize information for the communication.	3
4.3 Use language, techniques, and strategies appropriate to the audience and occasion.	3
4.4 Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion	1
4.5 Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.	2
4.6 Use competent oral expression to initiate and sustain discussion.	2
<b>Standard 5: Critical Thinking</b>	
Apply critical reasoning skills to effectively address the challenges and solve problems.	
5.1 Identify and state problems, issues, arguments, and questions contained in a body of information.	3
5.0 Identify and analyze assumptions and underlying points of view relating to an issue or problem.	3
5.3 Formulate research questions that require descriptive and explanatory analyses.	3
5.4 Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	3
5.5 Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	3
5.6 Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	3
c5.7 Synthesize information from various sources, drawing appropriate conclusions.	3
5.8 Communicate clearly and concisely the methods and results of logical reasoning.	3
5.9 Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	3