CMI COURSE CURRICULUM
COURSE ACTION

Course Title: Ethics   **Alpha Number:** ETH101   **CIP No.** 32.0104

Type of Action:

_____New Course (attach narrative justification for course creation)

_____ Substantive Revision (attach narrative justification for changes, including assessment and/or achievement data and feedback from the advisory committee if relevant)

      Select all that apply:
      _____Change in number of credit hours
      _____Change in prerequisite
      _____Substantive change in course content
      _____Change to SLOs _____Other:
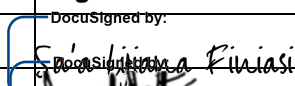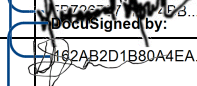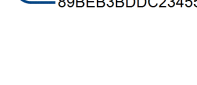
__x____Non-substantive Revision
      Select all that apply:
      _____Change in Alpha Number or Title (unless letter abbreviation has not previously been used)
      _____Edit to course description that does not alter the substance of the course
      _____Change to recommended texts
      ___x___Other: Change in number of contact hours from 48 to 45

_____ Reinstitution of Archived Course (attach narrative justification for reinstitution, including evidence of demand, evidence of capacity, feedback from the advisory committee if relevant, and commentary that speaks directly to the reasons the course was initially archived)

_____ Reaffirmation of Course (only allowable if course completion rate exceeds ISS, the benchmark has been met for the majority of SLO assessments, and there is no evidence of inequitable levels of achievement across subpopulations; attach evidence)

Approvals:

	Name	Signature	Date
Department Chair	Sa'a Lijiana Finiasi	*Sa'a Lijiana Finiasi*	6/5/2024
Curriculum Committee Chair	Desmond Doulatram		6/6/2024
Dean	Vasemaca Savu		6/5/2024
VPASA	Dr. Elizabeth Switaj		6/10/2024

CMI COURSE OUTLINE

CIP No.32.0104   **Version No.** 003

ETH101   Ethics
Alpha Number   **Course Title**
Previous Number:
Course Description: Examine and discuss theories about what makes right and wrong. Explore questions such as the following: Why do good people do bad things? Do businesses have responsibilities other than maximizing profits? What is a government's responsibility to its people? At the end, students will discover the strengths and weaknesses of each ethical theory and be able to decide for themselves what justice is in society, what justice is in the world of business and finance, and what it means to be a good person.

Course originally prepared by: Business Studies Department   2012

Most recent revision by: Desmond Doulatram   LA   May/2024

Course mode(s): __x__ Face to Face (including Zoom)   ____ Hybrid   ___Distance Education

Credits calculated by: __x__ Credit Hour   ____ Clock Hour

Contact Hours: __45__

Type	No. of Hours	No. of Credits	Maximum No. of Hours Online
Lecture/Seminar/Workshop	45	3	
Clinical			
Practicum			
Lab			
Fieldwork			
Studio Time			
Total	45	3	

Purpose(s) of Course: Degree Requirement _____
                          Degree Elective   _____LA_____
                          General Education   __LA/BUS/NURS_____
                          Credit Certification   _____Accounting Clerkship
                          Developmental   _____
                          CTE/TVET   _____
                          ABE/Adult HS   _____

Distribution Area: Humanities   _____
                           Social Sciences   ____x_____
                           Mathematics (Credit) _____
                           Science   _____

Prerequisite: _ENG 90s or placement into Credit English

Student Learning Outcomes: Upon completion of this course, students will be able to:

1. Explain the positions/arguments for one or more of the ethical theories discussed in class
2. Explain the role of psychology in ethical decision making in personal and workplace situations
3. Present a case study and/or an ethical dilemma and apply ethical reasoning in personal and workplace situations
4. Formulate an approach to ethical decision making.

SLO Mapping:

Prerequisite Course SLO	Linked SLO from this Course	Explanation
Apply new vocabulary, lecture language and information presented in academic lectures and discussion in presentation (ENG 097, SLO #3) Demonstrate critical reading strategies on a range of 100-level academic texts (ENG 099, SLO #1)	1. Explain the positions/arguments for one or more of the ethical theories discussed in class 2. Explain the role of psychology in ethical decision making	For students to successfully explain each of the SLOs, they will have to apply the vocabulary and information presented in their lectures and discussions to their explanations. They will also have to demonstrate critical reading strategies on their required texts to gather the necessary information for successful explanation of the course SLOs.
Demonstrate critical reading strategies on a range of 100-level academic texts (ENG 099, SLO #1) Implement the writing process independently in 3-5 paragraph academic essays and reflections (ENG 099, SLO #3) Produce written compositions with coherence, unity and minimal sentence-level grammar errors (ENG 099, SLO #4)	3. Present a case study and/or an ethical dilemma and apply ethical reasoning 4. Formulate an approach to ethical decision making	For students to successfully present a case study and/or an ethical dilemma and apply ethical reasoning or for students to formulate an approach to ethical decision making, students will have to demonstrate critical reading strategies to their required texts and implement the writing process in 3-5 paragraph academic essays and reflections written with coherence, unity, and minimal sentence-level grammar errors.

Links to Program Learning Outcomes:

SLO	Linked PLO	I/P/M	Explanation of Link
1	GE 01: Effective Communication: Communicate complex ideas and information effectively through writing, oral presentations and technological resources. LA 01: Civic Awareness, Multicultural Perspectives: Demonstrate civic	I	Students will be able to explain the positions/arguments for one or more of the ethical theories discussed in class effectively terminologies through writing, oral presentations and technological resources.

	awareness and an understanding of multicultural perspectives. LA 03: Critical Thinking: Evaluate, analyze, and synthesize information from a variety of sources in order to (a) solve problems and (b) to formulate reasoned and substantiated individual points of view. LA 04: Effective Communication: Communicate complex ideas and information effectively to diverse audiences, using a variety of media and genres		
2	L A 2: Civic awareness L A 3: Critical Thinking G E 2: Civic Awareness G E 3: Critical Thinking	I	Students will be able to explain the role of psychology in ethical decision making effectively through writing, oral presentations, and technological resources.
3	GE 01: Effective Communication: Communicate complex ideas and information effectively through writing, oral presentations and technological resources. GE 05: Quantitative Literacy: Demonstrate quantitative literacy. LA 02: Creative Process: Apply the Creative Process. LA 03: Critical Thinking: Evaluate, analyze, and synthesize information from a variety of sources in order to (a) solve problems and (b) to formulate reasoned and substantiated individual points of view. LA 04: Effective Communication: Communicate complex ideas and information effectively to diverse audiences, using a	I	Students will be able to explain a case study and/or an ethical dilemma and apply ethical reasoning effectively through writing, oral presentations, and technological resources; in the case of applying an ethical dilemma in business or accounting ethics, students must demonstrate quantitative literacy.

	variety of media and genres. LA 05: Quantitative/Scientific Literacy: Demonstrate and use quantitative literacy and scientific method to analyze and solve problems.		
4	GE 03: Critical Thinking: Process, analyze, and synthesize information from a variety of sources in order to solve problems and to formulate reasoned and substantiated individual points of view. LA 02: Creative Process: Apply the Creative Process. LA 03: Critical Thinking: Evaluate, analyze, and synthesize information from a variety of sources in order to (a) solve problems and (b) to formulate reasoned and substantiated individual points of view. LA 04: Effective Communication: Communicate complex ideas and information effectively to diverse audiences, using a variety of media and genres.	I	Students will be able to synthesize all the information learned in the course to formulate their own approach to ethical decision making.

Course Content: Although not limited to the following topics, Students in this course will be introduced to

1. Utilitarianism
2. Animal Rights
 3. Libertarianism
 4. Property and Capitalism
5. John Rawls
6. Charity
7. Business Ethics
8. Workplace Ethics and Psychology
9. Accounting Ethics
10. Free Speech
11. The Death Penalty
12. Assisted Suicide
13. Marshallese Customs and Behavior
 14. Socrates' Theory of the Soul

15. Aristotle
16. Confucius
17. The Bhagavad Gita
18. Immanuel Kant
19. Moral Psychology

Higher Order Thinking Skills: Student in this course will experience:

__x___ Analyzing the basic elements of an idea, experience, or theory
__x___ Making judgments about the value or soundness of information, argument, or method
____x__ Applying theories or concepts to practical problems or in new situations

Recommended Methods of Instruction
__x___ Demonstration
__x___ Lecture
__x___ Small group discussion
__x___ Class discussion
__x___ Audio-Visual Aids
_____ Laboratory
_____ Supervised Practice
___X___ Field Trips
__x___ Other:

Recommended Assessment Tool Type(s):
_____ Case Study
_____ Critique of Performance
__x___ Exam/Quiz In-Course
_____ Exam/Quiz Standardized (attach narrative describing development and validation process)
_____ Focus Group
__x___ Group Project
__x___ Individual Project
___X___ Portfolio Review
____X__ Presentation
_____ Simulation
____X__ Skill Performance
____X__ Supervisor Evaluation
_____ Survey
__x___ Written Assignment

Required Forms of Regular and Substantive Interaction for Hybrid or Distance Education Courses (Select at Least Two):

_____ Direct instruction through:
_____ Live video lectures
_____ Live audio-only lectures
_____ Live text chats
_____ Assessing or providing feedback on a student's coursework
_____ Providing information or responding to questions about the content of a course or competency through:
_____ Live video discussions
_____ Live audio-only discussions
_____ Live text chats
_____ Asynchronous message boards or text chats
_____ Facilitating a group discussion regarding the content of a course or competency through:

_____ Live video discussions
_____ Live audio-only discussions
_____ Live text chats
_____ Asynchronous message boards or text chats
_____ Other, specify:

Note: for distance education courses, if only two are selected, both must occur within the course on a weekly basis. If more than two are selected, the instructor may choose which two are used during each week.

Equipment and Materials:

1. Recommended texts:
a. Sandel, Michael. Justice: What's the Right Thing to Do? New York, Farrar, Straus and Giroux, August 1, 2010. ISBN: 978-0374532505
2. Equipment/Facilities: a. Audio-visual equipment
3. Materials and Supplies: a. N/A

College Mission:

The College of the Marshall Islands will provide our community with access to quality, higher and further educational services, prioritize student success through engagement in relevant Academic, Career and Technical Education, and be a center for the study of Marshallese Culture. It will also provide intellectual resources and facilitate research specific to the needs of the nation. EC approved 4th Nov, 2020.BOR approved 1st December, 2020

Connection to College Mission:

The Liberal Arts Program strengthens the foundation of students' learning for transfer to higher studies and other educational prospects. It trains students to think critically and learn the foundation of historical theories and issues in Micronesia, the Pacific and in the world, the principles of ethics, philosophy, psychology, sociology, geography and the English classes. The Program trains its students to research and advocate for issues pertaining to the region and training them to serve the Marshall Islands, the wider Micronesia or outside the Pacific, as educated and responsible citizens. Ethics serves the College of the Marshall Islands by getting students to think critically and to understand the theories behind what makes right and wrong and what makes both a good person and a responsible citizen. Students can then take what they have learned and incorporate it into their personal lives, into the world of business, or into the world of government to serve the Marshall Islands, the wider Micronesia, or outside the Pacific.

Department Mission:

The mission of the Liberal Arts Program is to prepare students for transfer and other future educational opportunities, through civic awareness, critical thinking and problem solving, information analysis and communication, and artistic expression.

Connection to Department Mission:

The Liberal Arts Department, through the faculty, using current and effective teaching pedagogy, work closely with students to build their knowledge, awareness and critical thinking skills to better understand the world they live in, especially of their communities. Students also learn to improve their skills to clearly and confidently convey this knowledge, whether oral or written and supported by research, to their audience to bring about positive changes in a society. Ethics serves the Liberal Arts Department by getting students to think critically about ethical dilemmas in other societies in both the past and present; this gives students the critical thinking and problem solving skills necessary to improve their communities and bring about positive changes in their society