



**I. COURSE DESCRIPTION:**

This course focuses on ethical issues faced by individuals as citizens and professionals. It helps students to clarify their values and establish a framework for ethical decision making. Ethical issues which relate to a wide variety of concerns are examined. Students will examine a variety of professional ethical codes and apply ethical decision making models to dilemmas in their personal and professional lives.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

**Relationship to Program Learning Outcomes**

<b>Police Foundations Vocational Outcomes</b>	<b>Generic Skills</b>
<ol style="list-style-type: none"> <li>1. act in a manner consistent with all relevant law and legislation, and professional, organizational, and ethical standards.</li> <li>2. communicate accurately, persuasively, and credibly to develop effective working relationships with individuals, groups, and multi-disciplinary teams in order to achieve goals.</li> <li>3. make sound decisions based on an evaluation of situations.</li> </ol>	<ol style="list-style-type: none"> <li>1. evaluate her or his own thinking throughout the steps and processes used in problem solving and decision making.</li> <li>2. take responsibility for her or his own actions and decisions.</li> <li>3. adapt to new situations and demands by applying and/or updating her or his knowledge and skills.</li> </ol>

**Course Learning Outcomes**

Students who receive credit for this course will have demonstrated their ability to:

- 1 Define and describe aspects of critical thinking and fundamental ethical concepts.
  - 1.1 identify key aspects of critical thinking
  - 1.2 recognize certain common errors in reasoning
  - 1.3 distinguish between ethics, morality and related concepts
  - 1.4 identify basic moral principles
  - 1.5 examine basic issues in ethics
- 2 Describe and contrast the major approaches to ethical decision-making
  - 2.1 explain the consequentialist approach
  - 2.2 explain the non-consequentialist approach
  - 2.3 compare and contrast the two approaches
- 3 Describe an ethical decision-making model and apply it to an ethical problem
  - 3.1 identify various decision-making models
  - 3.2 use one of the models to decide on a moral dilemma

- 4 Examine and critically analyze a variety of professional codes of ethics
  - 4.1 identify the basic moral principles inherent in professional codes
  - 4.2 compare and contrast a number of professional codes
  - 4.3 critically evaluate the police codes of ethics in light of the police subculture
  
- 5 Critically analyze and discuss a number of contemporary ethical issues in Canadian society.
  - 5.1 identify arguments for and against particular ethical issues
  - 5.2 evaluate the various arguments
  - 5.3 take a position and defend it using established ethical principles

**Course Learning Outcome**

- 1. Define and describe aspects of critical thinking and fundamental ethical concepts.

Critical Knowledge and Skills	Suggested Resources	Suggested Learning Activities
<ul style="list-style-type: none"> <li>• differentiate between statements of fact, and expressions of emotion and rules of conduct</li> <li>• truth and falsity as properties of statements</li> <li>• knowledge and opinion</li> <li>• inductive and deductive reasoning</li> <li>• the process of rational argument</li> <li>• the concept of rational principles</li> <li>• common errors such as circular argument, hasty generalization, attacking the person, appeal to authority, appeal to popular opinion, appeal to pity and appeal to force</li> <li>• definition of ethics and morality</li> <li>• definition of moral, immoral, amoral and nonmoral</li> <li>• distinguish morality from aesthetics, etiquette, religion, and the law</li> <li>• basic moral principles of life, goodness, justice, truth and freedom</li> <li>• freedom versus determinism</li> <li>• moral absolutism versus moral relativism</li> <li>• morality as objective, morality as subjective</li> <li>• prescriptive, descriptive and analytic ethics</li> <li>• values, value clarification and influence of one's value system on moral/ethical dilemmas</li> </ul>		

2. Describe and contrast the major approaches to ethical decision-making

Critical Knowledge and Skills	Suggested Resources	Suggested Learning Activities
<ul style="list-style-type: none"> <li>• schools of ethics</li> <li>• ethical egoism</li> <li>• utilitarianism</li> <li>• intuitionism</li> <li>• divine command approach</li> <li>• duty ethics</li> </ul>		

3. Describe an ethical decision-making model and apply it to an ethical problem

Critical Knowledge and Skills	Suggested Resources	Suggested Learning Activities
<ul style="list-style-type: none"> <li>• basic moral principles: life, goodness, justice, truth, freedom and their justification</li> <li>• moral principles and the specific context in which moral decisions are made</li> <li>• moral decision-making models</li> <li>• eg: ACT Models</li> </ul>		

4. Examine and critically analyse a variety of professional codes of ethics

Critical Knowledge and Skills	Suggested Resources	Suggested Learning Activities
<ul style="list-style-type: none"> <li>• Police Codes of Ethics</li> <li>• Nursing Codes of Ethics</li> <li>• other professional codes</li> <li>• elements of the police subculture</li> </ul>		

5. Critically analyze and discuss a number of contemporary ethical issues in Canadian society.

Critical Knowledge and Skills	Suggested Resources	Suggested Learning Activities
<ul style="list-style-type: none"> <li>• abortion</li> <li>• euthanasia</li> <li>• capital punishment</li> <li>• war</li> <li>• defence of the innocent</li> <li>• human sexuality pornography, prostitution</li> <li>• police use of force</li> <li>• prejudice/discrimination</li> </ul>		

**How learners might demonstrate their learning achievement of course learning outcomes:**

- group work
- individual assignments
- tests/essays
- presentations of topics relating to contemporary ethical issues

**Suggested Prior Learning Assessment Process:**

Portfolio review and examination

**III. REQUIRED RESOURCES/TEXTS/MATERIALS:**

- In class material

**IV. EVALUATION PROCESS/GRADING SYSTEM:**

Mid-term Exam	35%
Final Exam	35%
Essays	30% (6 x 5)
Total	100%

***The following semester grades will be assigned to students in post-secondary courses:***

<u>Grade</u>	Definition	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

If a faculty member determines that a student is at risk of not being academically successful, the faculty member may confidentially provide that student's name to Student Services in an effort to help with the student's success. Students wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

**Students enrolled in Police Foundations or Protection Security and Investigations will require a minimum of 60% (C) as a passing grade in each course.**

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

## VI. SPECIAL NOTES:

### Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

*It is the departmental policy that once the classroom door has been enclosed, the learning process has begun. Late arrivers will not be granted admission to the room.*

## VII. COURSE OUTLINE ADDENDUM:

### 1. Course Outline Amendments:

The faculty member reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

### 2. Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

### 3. Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Key Dates Calendar for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio. Student Services can provide information regarding the Prior Learning Assessment and Recognition policy or it can be viewed on the student portal.

Substitute course information is available in the Registrar's office.

4. Student Portal:  
The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single login access allows you to see your personal and financial information timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. In addition announcements, news, academic calendar of events, class cancellations, you're learning management system (LMS), and much more is available. Go to <https://my.saultcollege.ca>.
5. Communication:  
The College considers **Desire2Learn (D2L)** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of this Learning Management System (LMS) communication tool.
6. Accessibility Services:  
If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with the Accessibility Services office. Call Ext. 2703 or email [studentsupport@saultcollege.ca](mailto:studentsupport@saultcollege.ca) so that support services can be arranged for you.
7. Audio and Video Recording Devices in the Classroom:  
Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. Students with disabilities who require audio or visual recording devices in the classroom as an accommodation will receive approval from their counsellor once the Audio and Video Recording Devices in the Classroom Policy has been reviewed by the student. Recorded classroom instruction will be used only for individual academic use and will not be used for any other purpose. Recordings may only be used for individual study of materials presented during class and may not be published or distributed. Intentional misuse of audio and video recordings or intentional misrepresentation when requesting the use of a device for recording shall constitute a violation of this policy and laws protecting intellectual property.
8. Academic Dishonesty:  
Students should refer to the definition of "academic dishonesty" in the *Student Code of Conduct*. Students who engage in academic dishonesty will be issued a sanction under the Student Code of Conduct, which could lead to and include expulsion from the course/program. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, students must use a documentation format for referencing source material.
9. Tuition Default:  
Students who have defaulted on the payment of tuition) as of the first week of November (fall semester courses), first week of March (winter semester courses) or first week of June (summer semester courses) will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

