

TLTC Ethics Series

Fall 2009 & Spring 2010

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Fall 2009

QEP/TLTC Ethics Series: Experiential Learning and the Hunt-Vitell Theory of Ethics

September 10, 2009

12:00 to 1:00

Room 151, TLTC

Dr. Shelby Hunt, Horn Professor, Rawls College of Business

Overview: This session is premised on the view that universities have a responsibility to develop students who are ethically responsible. The session furthers the development of teaching ethics by explicating an experiential learning approach to ethics that uses the Hunt-Vitell model of ethics as a vehicle for integrating ethical theory and practice. Specifically, the session (1) discusses experiential learning, then (2) develops a model of the process by which students, through experiences, go from their “baseline” personal moral codes to “reflectively informed” moral codes, then (3) briefly overviews the Hunt-Vitell model of ethics, before (4) illustrating the experiential approach using a short case-scenario and the Hunt-Vitell theory.

QEP/TLTC Ethics Series: The Best Practices of Teaching Ethics

September 23, 2009

12:00 – 1:00

Room 153, TLTC

Panelists:

Dr. David Roach (*moderator*), Associate Academic Dean of Arts and Sciences

Dr. Daniel Nathan, Associate Professor, Philosophy

Dr. Susan Fortney, Professor, School of Law

Dr. Michael San Francisco, Associate Academic Dean of the Honor’s College and Professor, Microbiology; Microbe-Host Interactions

Overview: Ethics, justice, and social responsibility naturally find their home within certain academic departments and classrooms. There are many different perspectives and methods of teaching ethics. University students (like most learners) often learn best, and internalize that knowledge, when they see it in practice and see how it affects the choices they will face in their own lives. In addition to formal classes on ethics, students should be educated by faculty across the university who, of course, model ethical behavior in their classrooms. However, in some courses faculty must be able to reach beyond that to demonstrate how to address matters of ethics and social justice in the context of their particular professional skills, in their careers as well as in their personal and civic lives. This discussion will address the general question of whether and how the course integration of such ethical matters might be properly accomplished. Our discussion will be practical in nature so that the participants will hopefully leave with concrete ideas for their classrooms.

QEP/TLTC Ethics Series: The Best Practices of Teaching Ethics

October 16, 2009

1:00 – 2:00 pm

Room 151, TLTC

Dr. O.C. Ferrell and Dr. Linda Ferrell, “Teaching Organizational Ethics: Concepts & Approaches.” *The 8th Annual John M. Burns Conference of the Scholarship of Teaching and Learning*

Overview: "Teaching Organizational Ethics: Concepts & Approaches." The afternoon session will focus on organizational ethics. Dr. O.C. Ferrell and Dr. Linda Ferrell will point out that ethical decision making occurs in all types of organizations (non-profit, educational, government, as well as business). They will discuss the significance for students, as many will end up working in organizations and need to understand how to identify and manage risks while recognizing the challenges and pitfalls within their organizations.

Spring 2010

QEP/TLTC Ethics Series: Using Case Studies to Teach Ethics

Wednesday, February 10, 2010

12:00 to 1:00

Room 151, TLTC

Panelists: Dr. Donna Davis (The Rawls College of Business, Marketing Department) and Rich Burgess (Murdough Center for Engineering Professionalism)

Overview: Case studies can be a very useful tool in ethics education. They often provide a concrete starting point for ethical reflection and can be used to highlight the ethical challenges that arise in a specific profession/vocation. Careful consideration of all of the “players” in a case study can also enhance students’ appreciation of multiple perspectives on ethical issues/challenges. Despite these and other benefits, there are limitations to the use of case studies. In this session, we will discuss what role case studies should play in college classrooms. Examples of using case studies to examine ethical issues will be provided.

QEP/Ethics Series: What’s *Your* Perspective? A Student Discussion of Academic Dishonesty Issues

Thursday, March 4, 2010

Noon-1:00

Room 151, TLTC

Overview: Some studies suggest that as many as 1 out of 4 college students plagiarize and we often hear faculty members often lament the rise of cheating on college campuses today. But what do students say? Join us as we listen to their perspectives about cheating, what they have observed, and how they believe we can change this dynamic.

QEP/TLTC Ethics Series: Responding Effectively to Academic Dishonesty and Misconduct

Wednesday, March 31, 2010

Noon to 1:00

Room 151, TLTC

Panelists: Dr. Greg Elkins, Dr. Ralph Ferguson, and Dr. Drew Canham

Facilitator: Dr. David Roach

Overview: There are indications that academic dishonesty has become a significant problem on college campuses today. How can we implement positive strategies and solutions that foster classroom environments in which academic integrity matters? Join Dr. Greg Elkins, (Student Affairs and Dean of Students), Dr. Ralph Ferguson, (Graduate School) and Dr. Drew Canham (Ombudsman for Students) as they share insights from their experiences in dealing with students and updates regarding the new academic dishonesty policy.