



ETHICS: THEORY & PRACTICE

Official Content Guide

CREDIT HOURS	LEVEL
3	Upper

2014–2015

Use this guide if you are planning to test between October 1, 2014 and September 30, 2015.

If you are planning to test on or after October 1, 2015, you should also obtain the revised version of this guide which will be available in late summer 2015. You may access the revised version online from our website.

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SECTION ONE

Preparing for the Exam

Before You Choose This UExcel Exam

Uses for the Examination

Excelsior College, the test developer, recommends granting three (3) semester hours of upper-level undergraduate credit to students who receive a letter grade of C or higher on this examination. This recommendation is endorsed by the American Council on Education. The exam fulfills the Ethics core requirement for the Excelsior College baccalaureate degree in nursing. Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing. Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable score.

Exam-takers **enrolled** in an Excelsior College degree program should ask their academic advisor where this exam fits within their degree program.

Exam-takers **not enrolled** in an Excelsior College degree program should check with the institution from which they wish to receive credit to determine whether credit will be granted and/or to find out the minimum grade required for credit.

Examination Length and Scoring

The examination consists of approximately 135 four-option multiple-choice questions, some of which are unscored, pretest questions. The pretest questions are embedded throughout the exam, and they are indistinguishable from the scored questions. It is to your advantage to do

your best on all of the questions. You will have three (3) hours to complete the examination. Your score will be reported as a letter grade.

UExcel Exam Resources

Excelsior College Bookstore

The Excelsior College Bookstore offers recommended textbooks and other resources to help you prepare for UExcel exams.

The bookstore is available online, at:
www.excelsior.edu/bookstore

Bookstore staff are available, Eastern time:
Monday–Thursday: 7:00 AM – 9:00 PM
Friday: 7:00 AM – 6:00 PM
Saturday: 8:00 AM – 5:00 PM
Sunday: noon – 4:00 PM

Phone: 800-325-3252 (International 573-441-9179)
Fax: 800-325-4147 (International 573-446-5254)

UExcel Practice Exams

The official UExcel practice exams are highly recommended as part of your study plan. Once you [register](#) for your UExcel exam, you are eligible to purchase the corresponding practice exam, which can be taken using any computer with a supported Web browser. Each practice exam includes two forms that you may take within a 90-day period.

Open Educational Resources

Open Educational Resources (OER) are learning materials that are freely available to learners via the Web. These materials may include brief lessons on very specific topics, e-textbooks, and podcasts, and even university courses you can download. These resources can introduce you to new information, broaden your knowledge of particular subject matter, and enrich your understanding of exam and course topics.

Excelsior College Library

Access millions of authoritative resources online through the Excelsior College Library. Created through our partnership with the Sheridan Libraries of The Johns Hopkins University, the library provides access to journal articles, books, websites, databases, reference services, and many other resources. Special library pages relate to the nursing degree exams and other selected exams. **The library is available to enrolled Excelsior College students only.** To access it, visit www.excelsior.edu/library (login is required).

Our library provides:

- 24/7 availability
- Millions of the world's most current authoritative resources
- Help and support from staff librarians

Online Tutoring

Enrolled Excelsior College students can use this service (available through SMARTTHINKING™) to connect with tutors who have been trained in a variety of academic subjects. For details, log on to your MyExcelsior page, find the Resources tab, and click on the link under Free Tutoring – Smarthinking.

MyExcelsior Community

MyExcelsior Community enables Excelsior College students and alumni to interact with their peers online. As members, students can participate in real-time chat groups, join online study groups, buy and sell used textbooks, and share Internet resources. **Enrolled students have automatic access from their MyExcelsior page.**

Preparing for UExcel Exams

How Long Will It Take Me to Study?

A UExcel exam enables you to show that you've learned material comparable to one or more 15-week, college-level courses. As an independent learner, you should study and review as much as you would for a college course. For a three-credit course in a subject you don't know, you should study nine hours per week for 15 weeks, for a total of 135 hours.

Study Tips

Become an active user of the resource materials. Aim for understanding rather than memorization. The more active you are when you study, the more likely you will be to retain, understand, and apply the information.

The following techniques are generally considered to be “active learning”:

- **preview or survey** each chapter
- **highlight or underline text** you believe is important
- **write questions or comments** in the margins
- **practice re-stating content** in your own words
- **relate what you are reading** to the chapter title, section headings, and other organizing elements of the textbook
- **find ways to engage** your eyes, your ears, and your muscles, as well as your brain, in your studies
- **study with a partner or a small group** (if you are an enrolled student, search for partners on MyExcelsior Community)
- **prepare your review notes** as flashcards or create recordings that you can use while commuting or exercising

When you feel confident that you understand a content area, review what you have learned. Take a second look at the material to evaluate your understanding. If you have a study partner, the two of you can review by explaining the content to each other or writing test questions for each other to answer. Review questions from textbook chapters may be helpful for partner or individual study, as well.

UExcel Practice Exams

We recommend taking the first form of the practice exam when you begin studying, to see how much you already know. After taking the first practice exam, check your performance on each question and find out why your answer was right or wrong. This feedback will help you improve your knowledge of the subject and identify areas of weakness that you should address before taking the exam. Take the second form of the practice exam after you have finished studying. Analyze your results to identify the areas that you still need to review.

Although there is no guarantee, our research suggests that students who do well on the practice exams are more likely to pass the actual exam than those who do not do well (or do not take advantage of this opportunity).

About Test Preparation Services

Preparation for UExcel® exams and Excelsior College® Examinations, though based on independent study, is supported by Excelsior College with a comprehensive set of exam learning resources and services designed to help you succeed. These learning resources are prepared by Excelsior College so you can be assured that they are current and cover the content you are expected to master for the exams. These resources, and your desire to learn, are usually all that you will need to succeed.

There are test-preparation companies that will offer to help you study for our examinations. Some may imply a relationship with Excelsior College and/or make claims that their products and services are all that you need to prepare for our examinations.

Excelsior College is not affiliated with any test preparation firm and does not endorse the products or services of these companies. No test preparation vendor is authorized to provide admissions counseling or academic advising services, or to collect any payments, on behalf of Excelsior College. Excelsior College does not send authorized representatives to a student's home nor does it review the materials provided by test preparation companies for content or compatibility with Excelsior College examinations.

To help you become a well-informed consumer, we suggest that before you make any purchase decision regarding study materials provided

by organizations other than Excelsior College, you consider the points outlined on our website at www.excelsior.edu/testprep.

Preparing for This Exam

Prior Knowledge

A familiarity with the content generally taught in an introductory ethics course is assumed.

Using the Content Outline

Each content area in the outline includes (1) the minimum hours of study you should devote to that content area and (2) the most important sections of the recommended resources for that area. These annotations are not intended to be comprehensive. You may need to refer to other chapters in the recommended textbooks. **Chapter numbers and titles may differ in later editions.**

This content outline contains examples that illustrate the types of information you should study. Although these examples are numerous, do not assume that everything on the exam will come from these examples. Conversely, do not expect that every detail you study will appear on the exam. Any exam is only a broad sample of all the questions that could be asked about the subject matter.

Using the Sample Questions and Rationales

Each content guide provides sample questions to illustrate those typically found on the exam. The sample questions are not intended to serve as an entire practice test.

After the sample questions, you will find rationales for them (with the correct answer printed in bold). The rationales explain why the answer is correct and the other choices are wrong. The number in parentheses at the beginning of each rationale refers to the appropriate section of the content outline. Especially if you chose one of the wrong answers, you should return to its section of the content outline for additional study.

Recommended Resources for the UExcel Exam in Ethics: Theory & Practice

The study materials listed below are recommended by Excelsior College as the most appropriate resources to help you study for the examination. For information on ordering from the Excelsior College Bookstore, see page 1 of this guide. You may also find resource materials in college libraries. Public libraries may have some of the textbooks or may be able to obtain them through an interlibrary loan program.

You should allow sufficient time to obtain resources and to study before taking the exam.

Textbooks

Included in the Guided Learning Package for Ethics: Theory & Practice are the following resources:

Excelsior College. (2011). *Ethics: Theory & practice—Course Guide* (10th ed.). Albany, NY: Excelsior College.

Cahn, Steven M. (2014). *Exploring ethics: An introductory anthology*. (3rd ed.). New York: Oxford University Press.

Holmes, R.L. (2007). *Basic moral philosophy* (4th ed.). Belmont, CA: Wadsworth.

Scalet, S. (Ed.). (2014). *Morality and moral controversies* (9th ed.). Upper Saddle River, NJ: Prentice Hall.

These study materials may be purchased from the Excelsior College Bookstore. Helping you to do your best on this examination is important to us. That's why Excelsior College Learning Services staff have developed a thorough and integrated Guided Learning Package to assist you in preparing to take the exam. Comprised of textbooks and other study materials, this package is highly recommended by Excelsior College.

Additional Resources

The examination development committee has also listed the following anthologies in applied ethics, which may provide further clarification of the content

and better prepare you for the situation-based questions in the Practice section of the exam. You may wish to have at least one resource from an area of interest available through purchase or library borrowing.

Excelsior College Library

<https://my.excelsior.edu/group/library/ethics-theory-and-practice>

Social and Personal Issues

Mappes, T.A., & Zembaty, J.S. (2011). *Social ethics: Morality and social policy* (8th ed.). New York: McGraw Hill.

Medical Issues

Mappes, T.A., & DeGrazia, D. (2012). *Biomedical ethics* (7th ed.). New York: McGraw Hill.

Munson, R. (2012). *Intervention and reflection: Basic issues in medical ethics* (9th ed.). Belmont, CA: Wadsworth.

Steinbock, B., Arras, J., & London, A.J. (2013). *Ethical issues in modern medicine* (8th ed.). Mountain View, CA: Mayfield.

Thomas, J., & Waluchow, W. (1998). *Well and good: A case study approach to biomedical ethics* (3rd ed.). Ontario: Broadview.

Professional and Business Issues

The first two texts in this area should be used together to be most useful. The third text can be used by itself.

Beauchamp, T. (2004). *Case studies in business, society, and ethics* (5th ed.). Englewood Cliffs, NJ: Prentice Hall.

DeGeorge, R. (2010). *Business ethics* (7th ed.). New York: Prentice Hall.

Shaw, W.H., & Barry, V. (2013). *Moral issues in business* (12th ed.). Belmont, CA: Wadsworth.

Environmental Issues

Armstrong, S., & Botzler, R. (Eds.). (2004). *Environmental ethics: Divergence and convergence* (3rd ed.). New York: McGraw Hill.

Pojman, L., Pojam, P.L. (2012). *Environmental ethics: Readings in theory and application* (6th ed.). Boston: Wadsworth.

Online Resources

University of San Diego: Ethics Updates
ethics.sandiego.edu

Stanford Encyclopedia of Philosophy
plato.stanford.edu

Open Educational Resources

For good coverage of applied ethics, a free course in Applied Ethics from Pasco-Hernando Community College is available on iTunesU

<https://itunes.apple.com/us/course/applied-ethics/id538490045>



SECTION TWO

Content Outline

General Description of the Examination

The UExcel exam in Ethics: Theory & Practice is based on material normally presented in a one-semester course in applied ethics. The examination measures understanding of ethical theories and concepts, metaethics, and the principles of moral deliberation, as they apply to practical ethical situations. Testing for the application of knowledge about ethics is accomplished through the use of case studies or situations and their related sets of multiple-choice questions. The content category for theories and concepts includes theories such as utilitarianism, natural law, and Kantianism, and concepts such as justice, duties and obligations, and rights. The metaethics category includes topics relating to subjectivism/objectivism, naturalistic fallacy, and genealogical subjects; moral deliberation covers topics such as moral sensitivity, status of moral judgments, and implications of moral concepts. Knowledge from the broad categories is then applied to practical ethical concerns such as social and personal issues, medical issues, professional and business issues, and environmental issues. A familiarity with the content generally taught in an introductory ethics course is assumed.

Learning Outcomes

After you have successfully worked your way through the recommended course of study, you will be expected to demonstrate the ability to:

1. Recognize the key attributes, strengths, and weaknesses associated with ethical theories such as natural law, the social contract, deontology, utilitarianism, virtue ethics, egoism, intuitionism, feminism, and existentialism.
2. Recognize and distinguish among basic concepts such as justice, rights, values, goods, duties, obligations, morals, and autonomy.
3. Recognize and distinguish among metaethical concepts.
4. Recognize and distinguish among principles of moral deliberation.
5. Given a case study involving social and personal issues, medical issues, professional and business issues, or environmental issues, demonstrate the ability to
 - a. identify applications of ethical theories
 - b. evaluate a person's course of action based on her or his ethical principles and knowledge base
 - c. recognize similarities and differences among moral arguments
 - d. identify common logical fallacies in a moral argument
 - e. evaluate judgments in terms of the basic concepts

Content Outline

The content outline, which is similar to a syllabus, describes the various areas of the test. To fully prepare requires self-direction and discipline. Study involves careful reading, reflection, and systematic review.

The major content areas on the Ethics: Theory & Practice examination, the percent of the examination, and the hours to devote to each content area are listed below.

Content Area	Percent of the Examination	Hours of Study
I. Basic Theories, Basic Concepts	17%	23
II. Metaethics, Moral Deliberation	16%	22
III. Social & Personal Issues	16%	22
IV. Medical Issues	17%	23
V. Professional & Business Issues	17%	23
VI. Environmental Issues	17%	23
Total	100%	

NOTE: In order to be successful on this examination, you should be thoroughly familiar with the three texts, which represent both primary and secondary sources. The most effective way to achieve the integration of knowledge is to use the Course Guide that is part of the guided learning package for this exam.

Occasionally, examples will be listed for a content topic to help clarify that topic. However, the content of the examination is not limited to the specific examples given.

I. Basic Theories, Basic Concepts (17%)

17 PERCENT OF EXAM | **23** HOURS OF STUDY

A. Basic theories

1. Natural law
2. Social contract
3. Deontological

4. Utilitarianism
 - a. Act utilitarianism
 - b. Rule utilitarianism
5. Virtue ethics
6. Egoism and altruism
 - a. Psychological egoism
 - b. Ethical egoism
7. Divine Command
8. Intuitionism
9. Feminism
10. Existentialism

B. Basic concepts

1. Justice
2. Rights
3. Values and goods
4. Duties and obligations, including *prima facie* vs. actual

5. Moral agency (nature of persons, moral character, etc.)
6. Moral standing (scope of moral community, moral status, moral considerability, etc.)
7. Moral relations (friendship, loyalty, fidelity, etc.)
8. Autonomy and parentalism/paternalism
9. Respect for persons
10. Beneficence and nonmaleficence (harm, benevolence, sympathy, empathy, etc.)
11. Double effect
12. Equal opportunity and discrimination

II. Metaethics, Morla Deliberation

16 PERCENT OF EXAM | **22** HOURS OF STUDY

A. Metaethics

1. Subjectivism/objectivism (moral relativism)
2. Value theory
3. Origins of morality
4. Skepticism
5. Nihilism and the naturalistic fallacy

B. Moral deliberation

1. Moral reasoning
2. Implications of moral concepts
3. Status of moral judgments
4. Why be moral?

III. Social & Personal Issues (16%)

16 PERCENT OF EXAM | **22** HOURS OF STUDY

For example: personal behavior and relationships, including friendship, gender roles, privacy, and children's rights; social and political issues, including censorship, aging, care of older persons, humanitarian intervention, and violence.

IV. Medical Issues

17 PERCENT OF EXAM | **23** HOURS OF STUDY

For example: autonomy, informed consent, and confidentiality, including treatment decisions and competence; patient rights; death and dying, including withholding and withdrawing care, euthanasia and the risks of abuse, refusal of treatment, and definitions of death; genetics and reproduction, including fetal rights, parental rights, abortion, reproductive technologies and risks, and genetic engineering.

V. Professional & Business Issues

17 PERCENT OF EXAM | **23** HOURS OF STUDY

For example: professional/client and employer/employee relationships, including employee loyalty, privacy issues, whistle-blowing, and definitions of professions; equal opportunity and affirmative action, including comparable worth/pay equity and treatment of the disabled; doing business in a global economy, including international norms and ethical relativism; business and consumers, including health and safety issues; business regulation and moral/legal issues, including public awareness and disclosure and responsibilities to concerned stakeholders.

VI. Environmental Issues

17 PERCENT OF EXAM | **23** HOURS OF STUDY

For example: attitudes, positions, and theories, including ecocentrism, anthropocentrism, and deep ecology; the environment, including resource use, global justice, and future generations; nonhuman life forms, including sentience, species, and animals.

SECTION THREE

Sample Questions

The questions that follow will not be on the exam. They illustrate the style of questions found on this exam. Answer rationales can be found on pages 13–15 of this guide.

1. According to Aristotle, what is a moral virtue?
 - 1) an inclination to obey the laws of one's society
 - 2) using a combination of intelligence and prudence
 - 3) a disposition to choose the mean
 - 4) acting nobly and admirably
2. Which theory is characterized by the claim, "Whatever contributes to the overall well-being of the social unit is good; whatever detracts from it is bad"?
 - 1) ethical egoism
 - 2) cultural relativism
 - 3) Kantianism
 - 4) utilitarianism
3. What is one of the most fundamental objections to intuitionism?
 - 1) Intuitionism gives women a moral advantage over men.
 - 2) Intuitionism fails to consider the pragmatic consequences of moral behavior.
 - 3) What maximizes pleasure may not be intuitive.
 - 4) What is self-evident to one may not be self-evident to another.
4. Ethical egoism and utilitarianism are correctly described in which statement?
 - 1) Ethical egoism is based on the belief that pleasure is the only intrinsic good; utilitarianism is based on the view that the future is beyond human control.
 - 2) Ethical egoism is concerned with promoting only one's own good; utilitarianism is concerned with promoting the greatest good for the greatest number.
 - 3) Ethical egoism is concerned with universal principles; utilitarianism is concerned with duties as opposed to inclination.
 - 4) Ethical egoism is based on the belief that feelings determine morality; utilitarianism is based on the belief that a higher being determines all.
5. According to a Kantian moralist, why should one always tell the truth?

Truth telling

 - 1) will maximize social utility.
 - 2) shows respect for persons.
 - 3) is the best policy.
 - 4) is a basic human inclination.
6. What is the formal principle of justice?
 - 1) The form of the distribution of resources is as important as the actual distribution.
 - 2) However we distribute resources, we ought to follow rules.
 - 3) Like cases are to be treated alike and unlike cases unlike.
 - 4) What matters in justice is that we respect the forms of society.

7. An actual duty is what one actually ought to do in some particular situation. What is a *prima facie* duty?
 - 1) what it appears one ought to do, but not what one actually ought to do
 - 2) what one ought to do if other moral considerations do not intervene
 - 3) what one ought to do first
 - 4) what one ought to do if no one interferes
8. According to emotivism, what does it mean to say that an act is right?
 - 1) The act makes most people feel good.
 - 2) The act is objectively right.
 - 3) One sees a reason for the act.
 - 4) One approves of the act.
9. Which statement best describes the emotivist position?
 - 1) Utterances like "Stealing is wrong" are mere expressions of human sentiment and, as such, are neither true nor false.
 - 2) Moral wisdom may be found only by listening to the dictates of the human heart.
 - 3) Because morality is more properly a matter of reason than of feeling, human sentiment must be tamed if we are ever to reach moral perfection.
 - 4) One's spirit may be willing, but humanity is generally weak.
10. To avoid the is/ought problem, what must be true of a deductively valid argument with a normative conclusion?
 - 1) The argument contains at least one normative premise.
 - 2) The argument contains a link between the normative and non-normative premises.
 - 3) There is a clear separation between the factual and normative premises.
 - 4) The context of the argument is given.
11. Which feature is a necessary condition for a judgment to be a moral judgment?
 - 1) Its realization maximizes well-being.
 - 2) It conforms with intuition.
 - 3) It expresses one's deepest convictions.
 - 4) It is universalizable.
12. According to Plato, a person who possesses the Ring of Gyges still ought to be moral for which reason?
 - 1) Harmony within self and society will be achieved.
 - 2) Self-control will lead to control of others.
 - 3) Seeming to be moral is the road to success.
 - 4) What exists is what ought to be.

Sample Case Study and Associated Questions

Marie is a 42-year-old teacher who has been waiting for a heart transplant for nearly 18 months. She has no other medical problems that would cause a transplant to fail. Early this morning, she was rushed to the hospital. She is conscious and lucid, but her survival depends on the availability of a suitable donor organ.

Dr. Johnson, a cardiologist, has taken a scientific and personal interest in Marie's case. Marie's age, tissue type, and positive attitude make her a perfect candidate for an experimental transplant using the heart of a young mammal. Although she expresses a strong preference for a human heart, Marie has not ruled out the procedure.

Marie's daughter, Susan, is a college sophomore. Four months ago, Susan unexpectedly became pregnant. Marie is not happy about the circumstances, but is looking forward to becoming a grandmother. She has begged God to let her live long enough to be present for the delivery of Susan's baby.

On her way to the hospital to see her mother, Susan lost control of her car and rammed into an embankment. Now doctors and nurses have gathered to discuss both situations.

Dr. Osborne, Susan's obstetrician, begins. "Susan has suffered severe brain trauma and is unable to breathe without a respirator. Her heart is strong and the fetus remains unharmed. We can and therefore should maintain life support for 8 to 10 weeks. There is no chance of Susan's recovery, but the fetus's odds of survival increase daily."

"Is she a potential organ donor?" asks Dr. Johnson.

"Yes," Dr. Carrigan, chief of surgery, replies. "She is a perfect match for Marie, whose chances of survival with a human heart are at least three times better than your most optimistic estimate. I intend to talk with Marie about transplanting Susan's heart to Marie. Your experiment will just have to wait."

"You cannot assess an experimental procedure in terms of its initial patients' survival," Dr. Johnson objects. "The long-term benefits for the human race surely outweigh any disadvantage which may apply to this particular case."

"These are people," interjects Nurse Beamer, "not objects you can manipulate to suit your own research interests! Marie keeps asking for Susan. What am I supposed to tell her?"

Questions referring to Case Study follow.

13. Which person pursues a line of reasoning and concern most clearly associated with rule utilitarianism?

- 1) Beamer
- 2) Carrigan
- 3) Johnson
- 4) Osborne

14. Which person pursues a line of reasoning and concern most clearly associated with Kantianism?

- 1) Beamer
- 2) Carrigan
- 3) Johnson
- 4) Osborne

15. Which of the following judgments is indicative of an approach that emphasizes individual autonomy?

- 1) Susan should be kept on life support long enough to allow her fetus to develop.

2) Susan's heart should be transplanted into Marie as soon as possible to maximize Marie's chance of survival.

3) Marie should be allowed to make an informed decision based on her own beliefs.

4) Due to the unusual circumstances of the case, the hospital should consult both religious and legal counsel before proceeding further.

16. Which ethical theory would be most likely to assign significance to the fact that Marie is a teacher?

- 1) egoism
- 2) utilitarianism
- 3) Divine Command
- 4) Kantianism

17. Which pair would be most likely to agree on a course of action?
- 1) Johnson and Osborne
 - 2) Johnson and Carrigan
 - 3) Osborne and Carrigan
 - 4) Johnson and Beamer
18. Which claim would be characteristic of a person who strongly opposes all forms of euthanasia?
- 1) Susan should be kept on life support long enough to allow her fetus to develop.
 - 2) Susan should be kept on life support indefinitely.
 - 3) Susan's heart should be transplanted into Marie as soon as possible to maximize Marie's chance of survival.
 - 4) Doctors should ask Marie if Susan ever expressed her beliefs about organ transplantation.

SECTION FOUR

Rationales

1.(IA5)

- 1) One may obey laws of society without being virtuous. Moreover, not all virtue is regulated by societal laws.
- 2) Though intelligence and prudence are useful tools in moral decision making, they are not in and of themselves virtuous.
- *3) **According to Aristotle's "Doctrine of the Golden Mean," moral virtue is a matter of steering a course between excess and deficiency.**
- 4) Acting nobly and admirably are characteristics of a virtuous person, but are not in and of themselves virtuous.

2.(IA4)

- 1) The focus of ethical egoism is the individual, not the social unit.
- 2) Cultural relativism identifies moral worth as conformity to a society's expectation.
- 3) Kantianism is a deontological theory concerned with the motive for one's actions, not the results.
- *4) **Utilitarianism describes the moral worth of an action in terms of its consequences for the social unit.**

3.(IA8)

- 1) This is not a fundamental objection to the theory of intuitionism.
- 2) In principle, moral behavior is not necessarily pragmatic.
- 3) In principle, moral behavior does not necessarily maximize pleasure.
- *4) **A fundamental objection to intuitionism is that intuitions differ from person to person.**

4.(IA6)

- 1) Ethical egoism permits both broad and narrow views of intrinsic good; utilitarianism is a consequentialist theory that attempts to shape the social unit's future.
- *2) **Though both are concerned with promoting good, ethical egoism focuses on the individual while utilitarianism broadens the concern to the social unit.**
- 3) Ethical egoism is concerned with the individual, not with universals; utilitarianism is concerned with consequences, not with duties or inclination.
- 4) Ethical egoism is concerned with consequences, not feelings; utilitarianism is not based on theology or metaphysical determinism.

5.(IB9)

- 1) For a Kantian moralist, maximizing social utility is not a moral basis for behavior.
- *2) **For a Kantian moralist, respect for persons is an inviolable moral principle and to deliberately distort the truth, for any reason, would compromise the dignity of the person.**
- 3) Kantian ethics is based on duty, not policy.
- 4) Kantian ethics is based on duty, not inclination.

6.(IB1)

- 1) Not all forms of distribution are just.
- 2) Not all rules are just.
- *3) **The formal principle of justice requires a nonpreferential treatment that reflects a sensitivity to both similarities and differences.**
- 4) Not all forms of society are just.

*correct answer

7.(IB4)

- 1) This does not define *prima facie duty* because moral considerations are not taken into account.
- *2) ***Prima facie* means “at first glance.” A *prima facie* duty is a duty that a person ought to do, all other things being equal. The distinction between *prima facie* duty and actual duty is designed to reflect the complex moral situations in which people often find themselves. Additional moral considerations may preclude acting according to a *prima facie* duty.**
- 3) The concepts of *prima facie* duty and actual duty reflect the process of an initial versus a complete analysis of a situation. They do not dictate the temporal order of prescribed action.
- 4) *Prima facie* duty is not based on the assistance or interference of others.

8.(IIA1)

- 1) Emotivism is not concerned with whether an action makes anyone feel good.
- 2) Emotivism denies the possibility that any act is objectively right or wrong.
- 3) Emotivism does not consider the reasonableness of an act.
- *4) **Emotivism rejects any rational basis for moral judgment; to say that an act is right is merely expressing one's approval.**

9.(IIA1)

- *1) **Emotivism rejects any rational basis for moral judgment; to say that an act is right or wrong is merely expressing one's approval or disapproval.**
- 2) Emotivism denies the possibility of moral wisdom.
- 3) Emotivism does not treat morality as a matter of reason; nor does it allow for a goal of moral perfection.
- 4) Emotivism is not based on a conflict between the individual's spirit and humanity.

10.(IIB1)

- *1) **In the absence of a normative premise, a normative conclusion requires deriving what ought to be the case from what is the case (i.e., the is/ought problem).**
- 2) A deductively valid argument with a normative conclusion does not have to contain any non-normative premises.
- 3) A deductively valid argument with a normative conclusion does not have to contain any factual premises.
- 4) The context of the argument is irrelevant.

11.(IIB3)

- 1) Maximizing well-being is required only by certain consequentialist theories.
- 2) Conforming with intuition is required only by intuitionist theories.
- 3) Expressing one's deepest convictions is irrelevant to the definition of moral judgment.
- *4) **Any judgment, to be a moral judgment, must apply equally to all people, circumstances, and occasions.**

12.(IIB4)

- *1) **According to Plato's Republic, immorality and injustice reflect an undesirable lack of harmony within the self and society.**
- 2) Plato does not advocate morality as a mechanism to gain control of others.
- 3) Plato values being moral over seeming to be moral.
- 4) If there is no distinction between is and ought, all morality loses its prescriptive edge.

*correct answer

13.(IV)

- 1) Because Nurse Beamer emphasizes respect for persons, Nurse Beamer's reasoning is most clearly associated with Kantianism.
- 2) Because Dr. Carrigan emphasizes an approach which would maximize utility in this particular situation, Dr. Carrigan's reasoning is most clearly associated with act utilitarianism.
- *3) Because Dr. Johnson argues that "the long-term benefits for the human race surely outweigh any disadvantage which may apply to this particular case," Dr. Johnson's reasoning is most clearly associated with rule utilitarianism.**
- 4) Dr. Osborne supports trying to save the fetus, but does not provide any reason for doing so other than the fact that "we can."

14.(IV)

- *1) Because Nurse Beamer emphasizes respect for persons, Nurse Beamer's reasoning is most clearly associated with Kantianism.**
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- 3) Because Dr. Johnson argues that "the long-term benefits for the human race surely outweigh any disadvantage which may apply to this particular case," Dr. Johnson's reasoning is most clearly associated with rule utilitarianism.
- 4) Dr. Osborne supports trying to save the fetus, but does not provide any reason for doing so other than the fact that "we can."

15.(IV)

- 1) Susan and the fetus are unable to make a decision; therefore, neither is an autonomous individual.
- 2) This option does not focus on what Marie would want.
- *3) Individual autonomy is the ability to make decisions for oneself. What would Marie want? To ask that is to focus on individual autonomy.**
- 4) An approach which emphasizes individual autonomy will leave the decision up to Marie, not to the hospital.

16.(IV)

- 1) Egoism seeks to maximize benefit for the individual agent. Profession does not matter.
- *2) Based on the assumption that teachers provide significant benefit to society, utilitarianism will assign greater moral weight to saving her life.**
- 3) Divine Command theory is based on the will of God. Profession does not matter.
- 4) Kantianism bases moral decisions on universal criteria. Profession does not matter.

17.(IV)

- *1) Dr. Johnson wants to do the experimental transplant. Dr. Osborne wants to maintain somatic function in Susan. The two are not in conflict.**
- 2) Since Dr. Johnson wants to do the experimental transplant while Dr. Carrigan wants to transplant Susan's heart into Marie, the two are in conflict.
- 3) Since Dr. Osborne wants to maintain somatic function in Susan while Dr. Carrigan wants to transplant Susan's heart into Marie, the two are in conflict.
- 4) Since Dr. Johnson treats Marie as an expendable experimental subject while Nurse Beamer objects to treating people as objects, the two are in conflict.

18.(IV)

- 1) What happens to Susan after the fetus matures? Taking Susan off life support after her fetus has matured could be construed as a form of euthanasia.
- *2) A strong opponent of all forms of euthanasia (active and passive) would support keeping Susan on life support indefinitely.**
- 3) Since Susan can be maintained on life support, failure to do so simply to procure her heart for transplantation could be construed as a form of euthanasia.
- 4) A strong opponent of euthanasia will not allow decisions based on personal belief.

*correct answer

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On the Day of Your Exam

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Ethics: Theory & Practice Exam Development Committee

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Basic Genetics.....	3
Bioethics.....	3*
Calculus.....	4
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Contemporary Mathematics.....	3
Cultural Diversity.....	3*
Earth Science.....	3
English Composition†.....	6
Ethics: Theory & Practice†.....	3*
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General Chemistry I.....	3
Interpersonal Communication.....	3
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Introduction to Microeconomics.....	3
Introduction to Music.....	3
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Introduction to Psychology.....	3
Introduction to Sociology.....	3
Juvenile Delinquency.....	3*
Life Span Developmental Psychology.....	3
Microbiology.....	3
Organizational Behavior.....	3*
Pathophysiology.....	3*
Physics.....	6
Political Science.....	3
Precalculus Algebra.....	3
Psychology of Adulthood & Aging.....	3*
Research Methods in Psychology.....	3*
Social Psychology.....	3*
Spanish Language.....	6
Statistics.....	3
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World Population.....	3*
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Business Ethics.....	3*
Business Law.....	3
Ethics: Theory & Practice†.....	3*

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Human Resource Management.....	3*
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Literacy Instruction in the Elementary School.....	6*
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Essentials of Nursing Care: Health Differences ^①	3
Foundations in Nursing Practice ^①	3
Reproductive Health ^①	3
Health Differences Across the Life Span 1 ^①	3
Health Differences Across the Life Span 2 ^①	3
Health Differences Across the Life Span 3 ^①	3
Transition to the Professional Nurse Role ^①	3
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