Ethics: Theory & Practice

CREDIT HOURS: 3
LEVEL: UPPER

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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. 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 who have applied to Excelsior College 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. Those who intend to enroll at Excelsior College should ask an admissions counselor where this exam fits within their intended degree program.

Examination Length and Scoring

The examination consists of approximately 110 questions, most of which are multiple choice; for samples of all the item types on this exam, see the sample items in the back of this guide. Some items are unscored, pretest items. The pretest items are embedded throughout the exam and are indistinguishable from the scored items. 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

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 180-day period.

Excelsior College Library

Enrolled Excelsior College students can 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. To access it, visit www.excelsior.edu/library (login is required).

Our library provides:

- 24/7 availability
- The world’s most current authoritative resources
- Help and support from staff librarians

### Online Tutoring

Excelsior College offers online tutoring through SMARTTHINKING™ to connect with tutors who have been trained in a variety of academic subjects. To access SMARTTHINKING, go to www.excelsior.edu/smartthinking. Once there, you may download a copy of the SMARTTHINKING Student Handbook as a PDF.

### 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. Visit www.excelsior.edu/myexcelsiorcommunity.

### 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 3-credit course in a subject they don’t know, most students would be expected to 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 of 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. These questions are intended to give you an idea of the level of knowledge expected and the way questions are typically phrased. The sample questions do not sample the entire content of the exam and are not intended to serve as an entire practice test.

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

This exam has a Guided Learning Package. It will benefit you to use the whole thing: the package provides a coherent course of study to follow and you will save money over purchasing the materials individually. An integral part of each guided learning package is the course guide, prepared by Excelsior College distance learning specialists in collaboration with the test developers. Excelsior College course guides may be purchased only from the Excelsior College Bookstore. Do not confuse them with study guides from other publishers.

Textbooks

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


This exam has a Guided Learning Package. It will benefit you to use the whole thing: the package provides a coherent course of study to follow and you will save money over purchasing the materials individually. An integral part of each guided learning package is the course guide, prepared by Excelsior College distance learning specialists in collaboration with the test developers. Excelsior College course guides may be purchased only from the Excelsior College Bookstore. Do not confuse them with study guides from other publishers.

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

Medical Issues


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.


Environmental Issues


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

Standford 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

Annenberg Ethics in America
http://www.learner.org/resources/series81.html

Annenberg Ethics in America II
http://www.learner.org/resources/series207.html

MIT Ethics, Fall 2009
Reducing Textbook Costs

Many students know it is less expensive to buy a used textbook, and buying a previous edition is also an option. The Excelsior College bookstore includes a buyback feature and a used book marketplace, as well as the ability to rent digital versions of textbooks for as long as students need them. Students are encouraged to explore these and the many other opportunities available online to help defray textbook costs.
SECTION TWO

Content Outline

**General Description of the Examination**

The UExcel Ethics: Theory & Practice examination is based on material typically taught in a one-semester, three-credit, upper-level course in applied ethics.

The examination measures understanding of ethical theories and concepts, metaethics, and the principles of moral deliberation, and the ability to apply these concepts and principles to practical ethical situations in social, personal, medical, business, and environmental domains. The theories and concepts include 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.

Those beginning to study for this exam should be familiar with the content generally taught in an introductory ethics course.

**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 describes the various areas of the test, similar to the way a syllabus outlines a course. 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.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Percent of the Examination</th>
<th>Hours of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Basic Theories, Basic Concepts</td>
<td>17%</td>
<td>23</td>
</tr>
<tr>
<td>II. Metaethics, Moral Deliberation</td>
<td>16%</td>
<td>22</td>
</tr>
<tr>
<td>III. Social &amp; Personal Issues</td>
<td>16%</td>
<td>22</td>
</tr>
<tr>
<td>IV. Medical Issues</td>
<td>17%</td>
<td>23</td>
</tr>
<tr>
<td>V. Professional &amp; Business Issues</td>
<td>17%</td>
<td>23</td>
</tr>
<tr>
<td>VI. Environmental Issues</td>
<td>17%</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**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 PERCENT OF EXAM | 23 HOURS OF STUDY

A. Basic theories
   1. Natural law
   2. Social contract
   3. Deontological

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

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
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, Moral Deliberation

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<tr>
<th>16 PERCENT OF EXAM</th>
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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

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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

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<th>23 HOURS OF STUDY</th>
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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

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<th>17 PERCENT OF EXAM</th>
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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

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<th>23 HOURS OF STUDY</th>
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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.
Sample Questions

The sample questions give you an idea of the level of knowledge expected in the exam and how questions are typically phrased. They are not representative of the entire content of the exam and are not intended to serve as a practice test.

Rationales for the questions can be found on pages 13–15 of this guide. In that section, the correct answer is identified and each answer is explained. The number in parentheses at the beginning of each rationale refers to the corresponding section of the content outline. For any questions you answer incorrectly, return to that section of the content outline for further study.

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 unalike.
   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.

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
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.

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.
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.(IB1)

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.
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.

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.”

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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