



TQF3 Course Specification

Section 1 General Information

1. Course Code and Title

In Thai	จริยศาสตร์พฤติกรรม: ทำไมคนดีทำสิ่งไม่ดี
In English	Behavioral Ethics: Why Good People Do Bad Things

2. Number of Credits (2-0-4)

3. Curriculum and Course Type

3.1 Program of Study	International Bachelor's Degree
3.2 Course Type	General Education
3.3 Course's Literacy	Social and Humanity Literacy (Social, Humanity, Law, Ethics, Arts)
3.4 Relationship between course and corporate culture	I - Integrity มั่นคงยิ่งในคุณธรรม

4. Course Coordinator and Instructor

4.1 Course Coordinator	Assoc. Prof. Yingyot Chiaravutthi, Ph.D.
4.2 Instructor	Assoc. Prof. Yingyot Chiaravutthi, Ph.D. Email: yingyot.chi@mahidol.ac.th

5. Trimester/Class Level

5.1 Trimester	T1-T3 / Class Level
5.2 Number of Students Allowed	Not more than 40 students / Trimester

6. Pre-requisite None

7. Co-requisites None

8. Study Site Location Mahidol University International College

9. Date of Latest Revision December 2024

Section 2 Aims and Objectives

1. Course Goals

The goal is to help students improve on the following four dimensions. First, students become aware of the ethical dimensions of an issue that they face. Second, students will have the ability to decide upon a course of action that is ethical. Third, students will have the desire to act on that ethical decision. Fourth, students are motivated and possess the courage to act upon that desire.

2. Objectives of Course Development/Revision

2.1 Course Objectives

This course is expected to contribute to students' ethical self-identity by enhancing students' self-awareness, and understanding of different ethical perspectives/concepts. As a result, students are ready to recognize ethical issues, apply ethical perspectives/concepts, and evaluate different ethical perspectives/concepts.

2.2 Course-level Learning Outcomes (CLOs)

By the end of the course, students are able to

- CLO1 Understand the concepts related to cognitive errors, social and organizational factors, and situational factors that can affect ethical decision making
- CLO2 Identify and apply the concepts to ethical issues
- CLO3 Evaluate various perspectives and alternatives that increase the probability of acting ethically and responsibly

Section 3 Course Description and Implementation

1. Course Description

Foundations of behavioral ethics, assumptions of ethical decision making, process of ethical decision making, cognitive errors in ethical decision making: incrementalism, self-serving bias, tangible and abstract, loss aversion, framing, and overconfidence, social and organizational pressures in ethical decision making, situational factors in ethical decision making.

2. Number of Hours Per Trimester

Theory	Practice	Self-study
24 hours	0 hour	48 hours

3. Number of Hours per Week for Individual Advice

4 hours / week; or by appointment outside office hours

Section 4: Development of the expected learning outcomes

1. A brief summary of the knowledge or skills expected to develop in students; the course-level expected learning outcomes (CLOs)

By the end of the course, students who successfully complete the course will be able to:

- CLO1 Understand the concepts related to cognitive errors, social and organizational factors, and situational factors that can affect ethical decision making
- CLO2 Identify and apply the concepts to ethical issues
- CLO3 Evaluate various perspectives and alternatives that increase the probability of acting ethically and responsibly

2. How to organize learning experiences to develop the knowledge or skills stated in number 1 and how to measure the learning outcomes

	Teaching and learning experience management	Learning outcome measurements
CLO1	Interactive lecture, Case studies	Exam, Participation
CLO2	Interactive lecture, Case studies	Assignments
CLO3	Projects	Projects

Section 5 Lesson Plan and Evaluation

1. Lesson Plan

Week	Topic/Details	Number of hours		Teaching activities/ media	Instructor
		Classroom sessions	Practice sessions		
1	Introduction of Behavioral Ethics	2	0	Interactive lecture/Case studies	Yingyot
2	Situational Factors	2	0	Interactive lecture/Case studies	Yingyot
3	Social Pressures	2	0	Interactive lecture/Case studies	Yingyot
4	Cognitive Errors	2	0	Interactive lecture/Case studies	Yingyot
5	Moral Disengagement	2	0	Interactive lecture/Case studies	Yingyot
6	Presentations	2	0	Interactive lecture/Case studies	Yingyot
7	Forces behind Dishonesty I	2	0	Interactive lecture/Case studies	Yingyot
8	Forces behind Dishonesty II	2	0	Presentations	Yingyot
9	Why We Overlook Others' Unethical Behavior	2	0	Interactive lecture/Case studies	Yingyot
10	Moral Hypocrisy	2	0	Interactive lecture/Case studies	Yingyot
11	Exam	2	0	Interactive lecture/Case studies	Yingyot
12	Epilogue	2	0	Interactive lecture/Case studies	Yingyot
	Total	24	0		

2. Evaluation of the CLOs

Formative assessment

Individual Assignments + Presentation	40%
Exam	40%
Participation*	20%
Total	100%

* Notes:

When students are not available to participate more than 2 classes, 1% will be deducted from the participation. Evidences such as a doctor's certificate or an official letter from MUIC can be presented when students cannot attend a class. When students are ill but present a doctor's certificate, the participation score could be restored.

Certain discussions could be based on sensitive issues, which involve specific individuals/organizations. Such discussion is conducted only for students' learning. Students are allowed to freely express their opinions, but please be open minded and sensitive to those issues.

Summative assessment

(1) Tool and weight for measurement and evaluation

Learning Outcomes	Measurement Method	Weight
CLO1	Exam	40%
	Participation	10%
CLO2	Individual Assignments	40%
	Presentation	
CLO3	Group Project	10%
Total		100%

(2) Measurement and evaluation

Grade	Grade (ID67)	Score	Achievement	GPA
A	O	90-100	Excellent	4.0
B+	S	85-89	Very Good	3.5
B	S	80-84	Good	3.0
C+	S	75-79	Fairly Good	2.5
C	S	70-74	Fair	2.0
D+	S	65-69	Poor	1.5
D	S	60-64	Very Poor	1.0
F	U	<60	Fail	0.0

(3) Re-examination (if the course allows any)

According to MUIC policy

3. Students' Appeal

According to MUIC policy

Section 6 Teaching Resources

1. Required Texts

N/A

2. Suggested Materials

- Prentice, Robert. (2014). Teaching Behavioral Ethics, *Journal of Legal Studies Education* 31(2), 325-365.
- Gino, Francesca, Don A. Moore, and Max H. Bazerman. (2008). See No Evil: When We Overlook Other People's Unethical Behavior, Working Paper.
- Ariely, Dan. (2012). *The (Honest) Truth about Dishonesty - How We Lie to Everyone Especially Ourselves*. New York: Harper Collins.
- "Ethics Unwrapped" from the University of Texas at Austin. "Free" short videos, documentaries, discussion questions, case studies.

Section 7 Evaluation and Improvement of Course Implementation

1. Strategy for Course Effectiveness Evaluation by Students

Course/teaching evaluation is formally conducted by students. Results are compiled by the OAA, and reviewed by MUIC GE Committee.

2. Strategy for Teaching Evaluation

Course/teaching evaluation is formally conducted by students. Results are compiled by the OAA, and reviewed by MUIC GE Committee.

3. Teaching Improvement

Course/teaching evaluation is formally conducted by students. Results are compiled by the OAA, and reviewed by MUIC GE Committee.

4. Verification of Standard of Learning Outcome for the Course

Rubrics for presentations and projects are developed and employed. Results from exams, pre- and post-tests, presentations, and projects are reviewed by MUIC GE Committee.

5. Revision Process and Improvement Plan for Course Effectiveness

Course/teaching evaluation is formally conducted by students. Results are compiled by the OAA, and reviewed by MUIC GE Committee.