

Civic and Individual Ethics

Student Learning Outcome: Students will demonstrate an ability to engage in ethical reasoning about civic and individual life.

The Value of Civic and Individual Ethics

Moral judgments confront us everywhere. Ethical reasoning provides students foundational skills to reflect rigorously on ethical issues and to apply ethical reasoning in civic and individual

life. It allows students to identify their own ethical convictions, think critically about them, and reflect on their merits. This is a key component of a liberal arts education.

Supporting Skills

1. Students will identify ethical topics, questions, and / or dilemmas.
2. Students will describe ethical concepts and / or perspectives.
3. Students will apply ethical concepts and / or perspectives.

Course Content Criteria

1. Courses in this category offer a sustained reflection on ethical codes, concepts, issues, questions, dilemmas, and /or applications. Ethical questions and investigations are raised early in the course and returned to frequently.
2. Courses in this category consistently work with ethical concepts such as justice, freedom, fairness, privacy, security, acceptance, equality, empathy, rights, concern for the general welfare, or other relevant concepts.
3. Courses in this category consider ethical questions in individual, professional, and/ or civic contexts. Examples of ethical questions that may be considered include the following (this list is not exhaustive):
 - Is it appropriate for museums to display looted artwork?
 - Does hiring a family member as a subcontractor on a project constitute a conflict of interest?
 - Should a doctor treat a patient without their consent, if it would save the patient's life?
 - Was dropping the atomic bomb in World War II justified?
 - Are democratic societies obligated to accept political refugees from other countries?
 - What rights must be protected? May these rights ever be violated?
4. Courses in this category include an assessment assignment that requires students to demonstrate each of the skills in the Civic and Individual Ethics Assessment Rubric (below). This assessment assignment should be one of the following: an objective exam, an essay question on an exam, an essay, or a research paper.

Glossary

1. **Applications:** In this context, ethical applications refer to discussion, analysis, support for a position, solutions, etc., as appropriate to the course or an assignment.
2. **Concepts:** In this context, this can refer to ethical approaches, philosophies, issues, questions, and /or dilemmas.
3. **Ethical Codes:** These can include formal ethical codes, such as the American Psychological Association Code of Ethics or the National Society of Professional Engineers Code of Ethics, but they can also include moral paradigms such as consequentialism, deontological ethics, religion-based ethics, virtue ethics, feminist care ethics, social contract theory, etc.
4. **Ethical reasoning:** Ethical reasoning is the ability to identify, offer, analyze, and / or evaluate moral or ethical arguments or perspectives.
5. **Topics:** In this context, ethical topics means ethically relevant considerations, as appropriate to the course or issues studied.

Experience Criteria

Students may apply to fulfill the CIE requirement through a co-curricular activity. These criteria apply to experiences that meet the CIE curricular requirement and describe the characteristics of the experience, the steps a student must follow to petition the experience for approval, and the number and types of assignments students must submit to satisfy the requirement.

1. Students must obtain pre-approval for any activity used to satisfy this component. Approval must be obtained prior to the start of the activity.
2. Students must submit independent, third-party verification of participation in the approved activity, by a supervisor or other authoritative individual, who is not a first or second-degree relative or a close family friend.
3. Student experiences must involve 15 hours of engaged interaction in a context in which students are explicitly concerned with concepts such as justice, freedom, fairness, privacy, security, acceptance, equality, empathy, rights, or concern for the general welfare, or other similar concepts.
4. Students wishing to use the same activity for CIE and CE must complete 15 hours of engagement for each component.

5. Students fulfilling Civic and Individual Ethics through an activity must submit either samples of work completed during the course of the activity that demonstrate the required supporting skills or a written reflection of approximately 1000 words that responds to the following prompt:
4. *Please write a reflection that describes in detail the activity you used to complete the Civic and Individual Ethics requirement. In your reflection, answer the following questions. Which ethical codes, concepts, topics, issues, questions, and/or dilemmas did you encounter during this experience? Describe the ethical concepts and/or perspectives you engaged with as well as the context in which you engaged with them? How did you apply ethical reasoning utilizing these concepts or perspectives? In particular, explain how you, through this activity, came to reflect on ethical concepts such as justice, freedom, fairness, privacy, security, acceptance, equality, empathy, rights, concern for the general welfare, or other relevant concepts? How did your experiences over the course of this activity change or reinforce your understanding of these concepts?*

Civic and Individual Ethics Assessment Rubric

Supporting Skills	Exemplary 4	Accomplished 3	Developing 2	Absent 1
Identifies ethical topics, questions, and / or dilemmas	Identifies ethical topics in familiar and unfamiliar contexts; exhibits multiple dimensions of ethical analysis; articulates cross-relationships among issues with deep insight and nuanced understanding; provides clear, detailed, and nuanced explanation of issues.	Identifies ethical topics in familiar and unfamiliar contexts; articulates nuances and interrelationships among issues; provides a clear, relatively detailed explanation of issues.	Identifies some very basic and obvious ethical topics but misses nuances and interrelationships among issues; articulation of issues is basic and provides minimal or no detail.	Struggles to identify ethical topics, questions, and/or dilemmas, including very basic and obvious issues; articulation of issues is minimal, lacking clarity and detail, and may also be inaccurate.
Describes ethical <u>concepts</u>, and/or perspectives	Clearly and accurately describes relevant ethical concepts and/or perspectives for a given context or scenario; concepts and /or perspectives are described in significant depth, detail, and substance; descriptions demonstrate a nuanced understanding of ethical concepts and/or perspectives, including the potential for diverse interpretations.	Accurately describes relevant ethical concepts and/or perspectives for a given context or scenario; concepts and /or perspectives are correctly characterized; descriptions are relatively clear and somewhat detailed; descriptions show some depth and substance.	Offers a rudimentary description of relevant ethical concepts and/or perspectives; concepts and /or perspectives are described in limited, basic terms, but descriptions are unclear at times and generally lack depth, detail, and/or substance.	Struggles to describe relevant ethical concepts and/or perspectives; descriptions are unclear; concepts and/or perspectives that are described are mischaracterized; descriptions lack depth, detail, and substance.
Applies ethical concepts, and/or perspectives	Applies ethical concepts in a highly effective manner to a given context or scenario, providing insightful, sophisticated <u>applications</u> with thoughtful and thorough justifications; applications reveal clear and nuanced consideration of implications of multiple ethical dimensions.	Effectively applies ethical concepts to a given context or scenario, providing well-reasoned and appropriate applications with clear justifications; applications reflect clear consideration of ethical implications.	Applies ethical concepts in a basic manner to a given context or scenario; provides basic but incomplete applications that lack depth and full consideration of ethical implications.	Struggles to apply ethical concepts, to a given context or scenario providing simplistic or inappropriate applications, without justification.