

Resolution to adopt updated General Education Student Learning Outcomes for Ethics

Original statement from the General Education Implementation Guidelines for Ethics (ratified by the Senate 1996). *Students are required to take a course or a series of courses placing substantial emphasis on discussion of ethical issues. The ethics requirement can be satisfied by 1) a stand-alone course in which ethics constitutes a substantial focus of the course, or 2) by a well defined series of courses required in a particular curriculum, wherein the treatment of ethics in any one course may be somewhat less, but which taken together sum to a substantial emphasis on ethics.*

1) *Courses that satisfy the ethics requirement have one or more of the following attributes:*

- a) they teach methods of ethical analysis*
- b) they deal intensively with ethical issues associated with a particular discipline or profession;*
- c) they engage the student in the study of ethical questions arising through the interpretation of literature or history, or social scientific analysis designed to include ethical evaluation. [In order for a course to be approved under this criterion, the treatment of ethics must be substantial rather than merely incidental. Examples: i) a course in history that focuses strongly on the ethical issues raised by a particular policy, e.g. colonialism, and the ways in which those issues were addressed or ignored, might be appropriate; ii) a course in econometrics typically would not count, but an economics course broadened to include questions of distributive justice could; iii) a course on psychophysics might not count, but a course on moral development could.]*

2) *Programs that undertake to integrate the treatment of ethics throughout the required curriculum may submit to the General Education Committee (GEIC) evidence that the program overall meets the Ethics requirement. The GEIC may thus approve a program (for a fixed period of time subject to regular review) as an alternative to requiring that each student's curriculum contain specifically approved courses.*

The General Education Committee recommends that the Faculty Senate adopt and ratify the following updated and streamlined set of student learning outcomes for the Ethics general education subcategory. This change creates student learning outcomes that are clear, assessable, and understandable by students.

Proposed student learning outcomes and preamble:

General Education Student Learning Outcomes Ethics

Preamble

Students are required to take a course or a series of courses placing substantial emphasis on discussion of ethical issues. The ethics requirement can be satisfied by 1) a stand-alone course in which ethics constitutes a substantial focus of the course, or 2) by a well defined series of courses required in a particular curriculum, wherein the treatment of ethics in any one course may be somewhat less, but which taken together sum to a substantial emphasis on ethics. Courses that satisfy the ethics requirement must have a theoretical component and have one or more of the following attributes:

- a) they teach methods of ethical analysis*
- b) they deal intensively with ethical issues associated with a particular discipline or profession;*
- c) they engage the student in the study of ethical questions arising through the interpretation of literature or history, or social scientific analysis designed to include ethical evaluation. In order for a course to be approved under this criterion, the treatment of ethics must be substantial rather than merely incidental.*

Student Learning Outcomes Students completing the general education area of Ethics will be able to:

1. Understand and describe main issues and concepts relevant to ethical theory.
2. Demonstrate their ability to work effectively with the theoretical, literary, historical and artistic texts through which these fundamental ideas are presented.
3. Critically evaluate the ethical ideas they are studying and apply these ideas to situations of everyday life.