

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

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.

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.

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?

1. : In this context, ethical applications refer to discussion, analysis, support for a position, solutions, etc., as appropriate to the course or an assignment.
2. In this context, this can refer to ethical approaches, philosophies, issues, questions, and /or dilemmas.
- 3.

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.

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:

*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?*