

# Civics and Individual Ethics

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

## The Value of Civics 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 self-critically about them, and reflect on their merits. This is a key component of a liberal arts education.

## Supporting Skills

1. Students will demonstrate an understanding of what constitutes a good life and/or a good society.
2. Students will apply learning in the course to articulate the nature of a good life or how one may contribute to a good society.

## Course Content Criteria

1. Courses in this category offer a sustained reflection on the nature of the good life and the good society. Ethical questions and investigations are raised early in the course and returned to frequently.
2. Courses in this category consistently work with concepts such as justice, freedom, fairness, privacy, security, tolerance, equality, rights, or concern for the general welfare.
3. Courses in this category include an assessment assignment that requires students to demonstrate each of the skills in the Civics 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. **Good society:** A communally organized form of life that guides participants toward justice, freedom, fairness, privacy, security, tolerance, equality, rights, or concern for the general welfare.
2. **Good life:** Reasoning about a good life seeks practical means by which persons pursue what is good, right, or beneficial, and avoid what is evil, bad, wrong, or harmful. Reasoning about a good life requires the ability to discern and express, to some degree, what the distinctions are between what is good/bad, right/wrong, and/or beneficial/harmful for a particular topic within a course or discipline, and then clearly state the means by which goods, rights, and benefits are achieved and/or bads, wrongs, or harms are avoided.
3. **Ethical reasoning:** Reasoning about a good life or good society.

## 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 blood relation.
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, tolerance, equality, rights, or concern for the general welfare.
4. Students wishing to use the same activity for CIE and CE must complete 15 hours of engagement for each component.
5. Students fulfilling Civics 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 Civics and Individual Ethics requirement. In your reflection, answer the following questions. How did you, through this activity, come to reflect on questions of such as justice, freedom, fairness, privacy, security, tolerance, equality, rights, or concern for the general welfare? In what context did you reflect upon these questions? How did your experiences during this activity change or reinforce your understanding of these concepts? What, based on your experiences, do you believe constitutes a good life or a good society?***

### Civics and Individual Ethics Assessment Rubric

Supporting Skills	Exemplary 5	Accomplished 4	Developing 3	Beginning 2	Absent 1
<b>Demonstrate an understanding of what constitutes a good life and/or a good society.</b>	Analyzes and extends knowledge from course material (e.g., what is good/bad, right/wrong, beneficial/harmful; what is justice, freedom, fairness, privacy, tolerance, equality, rights, or concern for the general welfare) that is relevant to what is a good life and/or a good society.	Analyzes and connects knowledge from course material (e.g., what is good/bad, right/wrong, beneficial/harmful; what is justice, freedom, fairness, privacy, tolerance, equality, rights, or concern for the general welfare) that is relevant to what is a good life and/or a good society.	Begins to connect knowledge from course material (e.g., what is good/bad, right/wrong, beneficial/harmful; what is justice, freedom, fairness, privacy, tolerance, equality, rights, or concern for the general welfare) that is relevant to what is a good life and/or a good society.	Begins to identify knowledge from course material (e.g., what is good/bad, right/wrong, beneficial/harmful; what is justice, freedom, fairness, privacy, tolerance, equality, rights, or concern for the general welfare) that is relevant to what is a good life and/or a good society.	Is unable to identify knowledge from course material (e.g., what is good/bad, right/wrong, beneficial/harmful; what is justice, freedom, fairness, privacy, tolerance, equality, rights, or concern for the general welfare) that is relevant to what is a good life and/or a good society.
<b>Apply learning in the course to articulate the nature of a good life or how one may contribute to a good society.</b>	Analyzes and extends knowledge from course material (e.g., what is good/bad, right/wrong, beneficial/harmful; what is justice, freedom, fairness, privacy, tolerance, equality, rights, or concern for the general welfare) that is relevant to understanding one's own participation in a good life and/or understanding what is a good society and how to contribute to it.	Analyzes and connects knowledge from course material (e.g., what is good/bad, right/wrong, beneficial/harmful; what is justice, freedom, fairness, privacy, tolerance, equality, rights, or concern for the general welfare) that is relevant to one's own participation in a good life and/or understanding what is a good society and how to contribute to it.	Begins to connect knowledge from course material (e.g., what is good/bad, right/wrong, beneficial/harmful; what is justice, freedom, fairness, privacy, tolerance, equality, rights, or concern for the general welfare) that is relevant to one's own participation in a good life and/or understanding what is a good society and how to contribute to it.	Begins to identify knowledge from course material (e.g., what is good/bad, right/wrong, beneficial/harmful; what is justice, freedom, fairness, privacy, tolerance, equality, rights, or concern for the general welfare) that is relevant to one's own participation in a good life and/or understanding what is a good society and how to contribute to it.	Unable to identify knowledge from course material (e.g., what is good/bad, right/wrong, beneficial/harmful; what is justice, freedom, fairness, privacy, tolerance, equality, rights, or concern for the general welfare) that is relevant to one's own participation in a good life and/or understanding what is a good society and how to contribute to it.