

## Ethics Intensive

Faculty interested in offering a course under the ethics-intensive category must submit the following two items to the certifying committee:

1. A course syllabus which specifies the ethics-related learning objectives as well as the way in which these objectives will be assessed within the course requirements. Faculty should be explicit about where the ethics-intensive components of the course fall within all elements of the course: the course schedule, assignments, readings, etc.
2. A brief narrative explaining both the themes of the course and how those themes include an ethics-intensive component. If not already apparent within the proposed syllabus, faculty should explain how the course meets the four criteria directly below.

In order to qualify as “ethics-intensive” a course must:

1. address ethical issues or cases within a field or subject,
2. do so critically in light of some theoretical moral framework(s) or principles (such as consequentialism, rights-based theories, etc.)
3. devote a significant portion of the course to criteria (1) and (2).
4. assess student learning regarding (1) and (2) in some written work or examinations, and count this towards a significant portion of the final grade.

The certifying committee cannot provide an absolute quantitative standard for what counts as a “significant” amount of ethics coverage in a course, but it intends to follow the recommendations made by the mock review panel. That panel did not require that ethics issues be addressed in every class session, but it recommended that such coverage be substantial, certainly more than 10% of course content. The certifying committee also intends to apply seriously the requirement that issues be addressed substantively and through reference to some explicit theoretical foundation.

The following is taken from the course description from the approved Curriculum Review Report:

### ***Ethics-Intensive Courses***

*Ethics-Intensive courses may be any approved course in any department in either college that includes both explicit and critical evaluation of ethical issues in a particular discipline or field. Such critical evaluation requires applying to the disciplinary material some of the theoretical frameworks and conceptual tools that students have acquired in their signature/core courses, such as PHL 154 Moral Foundations. Ethics-intensive courses thus will push beyond professional ethics (where “the good” is determined only by the rules of the discipline or field) and will rigorously investigate the subject matter of a course in light of more fundamental ethical*

*principles (e.g. utilitarianism, natural law theory, rights theory, Kantianism, virtue ethics) and moral values (e.g. justice, human dignity, vocation, beneficence, proportionality). Through this study, students will come to a deeper understanding of a moral life and will be enabled to better act with self-agency in their lives beyond Saint Joseph's University.*

## **Course Objectives**

1. Students will be able to critically examine the often unspoken and unarticulated moral assumptions and values that underlie subject content and/or disciplinary methods.
2. Students will be able to draw explicit connections between moral principles and issues or cases in a particular discipline or field, and thus will be able to engage in explicit and critical evaluation of those issues or cases.
3. Students will demonstrate the intellectual tools necessary to make well-grounded and informed decisions and to participate in advanced discussions about moral issues.