

Criteria for Ethics Courses

Ethics Across the Curriculum courses at West Chester University must meet the following criteria. (Please note that although Distance Education is not inconsistent with these criteria, you must demonstrate how you will meet these criteria in a distance education format.)

1. Ethics courses must engage students in a variety of activities that encourage them to problem-see and problem-solve with an ethical lens. Ethics courses should provide at least three different kinds of activities, such as: a) in-class collaborative activities (debates, case study analyses, etc.), b) formal writing or multi-media projects, and c) informal activities, such as class discussions, in class writing reflections, interviews, journaling, and the like.
2. Ethics courses may provide students with instruction in discipline-specific thinking on ethics, or in more general ethical theories from the discipline of Philosophy. If they are discipline-specific, Ethics courses should include lessons focusing on ethical frameworks for acquiring skills for ethical decision-making specific to the discipline. This will include instructor-led practice in processes for evaluating decision-specific dilemmas or case studies. The syllabus should make clear that these lessons take place throughout the course.
3. Ethics courses encourage collaborative activities and assignments that include clear indication that there are better and worse answers to ethical questions, and that there are processes through which those judgments can be made. While there frequently may not be single absolute answers, understanding the range of solutions that are appropriate vs. those that are inappropriate is one of the goals of studying ethics across the curriculum.
4. Ethics courses encourage ethical exploration with instructor guidance, and will offer students practice in identifying a diverse range of perspectives on ethical issues, putting oneself in another's shoes and/or presenting arguments charitably which are not your own perspective.
5. Ethics course syllabi should designate at least one writing/multi-media assignment as a candidate for upload to the ePortfolio.
6. Ethics course syllabi should indicate clearly that the course is an approved Gen Ed course and will focus on ethical problem-seeing, ethical reasoning and ethical problem-solving in the discipline under study.
7. Ethics course syllabi should make clear the percentage of the final grade to be derived from the ethics components, this should be $\geq 25\%$. The graded content can include a combination of in-class activities, oral or written assignments, and exam questions, and does not need to include exclusively ethics content to qualify.

8. Ethics course syllabi should make a clear statement that the course meets the following three general education goals: Goal #1 (communicate effectively), Goal #2 (think critically and analytically), and Goal #7 (make informed decisions and ethical choices).

Goal 1 SLOs (pick one or more of the following)

- Express oneself effectively in common college-level written forms
- Revise and improve writing and/or presentations
- Express oneself effectively in presentations
- Demonstrate comprehension of and ability to explain information and ideas accessed through reading

Goal 2 SLOs (pick one or more of the following)

- Use relevant evidence gathered through accepted scholarly methods, and properly acknowledge sources of information, to support an idea
- Construct and/or analyze arguments in terms of their premises, assumptions, contexts, conclusions, and anticipated counter-arguments
- Reach sound conclusions based on a logical analysis of evidence
- Develop creative or innovative approaches to assignments or projects

Goal 7 SLOs (pick two or more of the following)

- Understanding Different Ethical Perspectives/Concepts: can identify and explain ethically relevant theories, concepts or perspectives
- Ethical Issue Recognition: can identify core ethical issues in scenarios or dilemmas
- Application of Ethical Perspectives/Concepts: can apply relevant ethical theories and/or concepts to fictional or real-world scenarios
- Evaluation of Different Ethical Perspectives/Concepts: can offer intellectually honest critiques and evaluations of ethical positions, including one's own

9. Course description must include language that emphasizes the study of ethics.

10. For Ethics courses that are discipline-based, Ethics course syllabi should include a learning objective for the course that emphasizes the specific code of ethics of the respective discipline, and, where appropriate, the general grounding of that code of ethics in broader ethical theories. Where no code of ethics exists, the "Generic Code of Ethics" (see Handbook) can be substituted.