



Module II: Ethical Reasoning
Proposal to Create a New Core Course

Instructions: Use this form to propose an Ethical Reasoning University Core course. Forms for each of the other Core courses can be found on the Core website. Please provide the information requested in each section and insert a provisional syllabus that includes, at minimum, the following information: the learning outcomes, possible texts or types of texts that will be used, types of assignments and their nature/size/length, and a thematic outline describing how the course progresses through the quarter. Submit your proposal materials through the normal process for course review in your department and college/school, using the deadlines set by your college/school curriculum committees. In general, each faculty member who plans on teaching a customized version of a Core class should submit a separate proposal. Identical courses that will be taught by multiple faculty members may be included on a single proposal, but in those cases department chairs should address the issue of faculty participation in Section V.

Section I: General Information

Faculty:	SU email:
College/School:	Department:
Course Title:	
Special facilities needed: <input type="checkbox"/> Laboratory <input type="checkbox"/> Studio <input type="checkbox"/> Computer Lab <input type="checkbox"/> Other:	
Will this course require any new library resources or support from library staff? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Will this course involve: <input type="checkbox"/> Study abroad <input type="checkbox"/> Immersion/Fieldwork <input type="checkbox"/> Service learning	
Please explain any special needs for this course (including Library resources) in Section VI of this form.	

Section II: Approvals All Core courses must be approved by 1) the chair of the faculty member’s home department, 2) the dean and/or chair of the faculty member’s college curriculum committee, 3) the Core Curriculum Committee, and 4) the Director of the University Core. Approvals should proceed in the order of signatures on this form.

1. **Department Chair:** (see Section V)

2. **Chair, College/School Curriculum Committee:**

3. **Dean:**

4. **Chair, Core Curriculum Committee:**

5. **Director, University Core Curriculum:**

The questions on this proposal form reflect the specific requirements for this course as explained on the course guidelines document. Please refer to that document for the details (a copy is attached at the end of this form for your convenience).

Section III: Core Requirements

Required Learning Objectives: Each Core course is responsible for helping students achieve the learning objectives assigned to that Core category. Each of the assigned learning objectives for this course is listed below. Please explain how the course is designed to achieve each of these objectives. Your explanations need not be long, but should be complete enough so that the Core Curriculum Committee can understand how well the objectives are addressed in the course. Please note that the course syllabus, required for this proposal, should also address these learning objectives.

1. **This course helps students understand key philosophical foundations of the Jesuit intellectual tradition, particularly insofar as that tradition has addressed issues of ethics.**

2. **This course helps students understand, use, and assess the strengths and weaknesses of ethical theories.**

3. **This course assists students in becoming effective writers, including writers of high quality academic prose.**

4. **A central goal of this course is to help students learn to use ethical theories to analyze situations and inform judgments about actions.**

Essential Pedagogy: Please provide brief explanations of how this course incorporates the essential pedagogy identified in the Core course guidelines document (listed below).

1. Writing assignments should be included in all sections of this course, with instructor feedback on content, writing mechanics, and style.

2. All sections should include some kind of major paper or project that engages students in using and applying their knowledge of ethical theories.

Common Learning Objectives: All Core courses share a common responsibility for helping students achieve the objectives listed below (see *Common Learning Objectives in the Core* for more information). However, it is understood that different courses will emphasize some objectives more than others. Please identify the common learning objectives emphasized in your course by checking the boxes below.

- 1. Where relevant, courses should help students understand how the field and subject matter being studied are related to or reflect the Jesuit intellectual tradition. In particular, Core courses should help students reflect on questions of meaning, spirituality, ethics, values, and justice.
- 2. Students should develop analytic thinking and reasoning skills in all Core courses, although the forms those skills take vary across disciplines.
- 3. Students should come to recognize and appreciate complexity and ambiguity, as well as the limitations of knowledge and imperfections in understanding of the subjects being studied.
- 4. Study in a variety of disciplines will assist students in understanding and valuing the wide range of academic insights and perspectives.
- 5. All courses should help students develop as writers of clear, effective, and elegant prose, including the ability to adapt their writing to different situations and content.
- 6. Class discussions, in all their forms, help students learn to engage in effective and responsible discussion and debate.
- 7. All faculty are encouraged to help students understand how their studies prepare them to meaningfully engage important issues and become responsible global citizens.

Insert any necessary information here. Otherwise, leave blank.

Section IV: Instructor Information

1. Submitting Faculty: Qualified individuals from any department are welcome to submit Core course proposals in all categories. Please briefly describe the academic background and experience that prepares you to teach this course. Note: In most cases, this should be very simple (e.g. a directly relevant terminal degree, teaching experience in similar courses, etc.), but if additional information regarding your academic preparation for this course is necessary, please include that here.

2. Additional Faculty: If your department's plans include faculty members other than the individual listed on this form being scheduled to teach this specific course, please list their names here with very brief explanations of their relevant preparation. Any faculty member teaching this course should have qualifications directly comparable to those of the proposing faculty member. If the versions of the course they will be teaching are expected to vary in any significant way (i.e. not using the same syllabus), each faculty member should submit a separate proposal. As new faculty members join the university and are assigned to this course, their faculty information should be submitted to the Core as soon as possible.

Section V: Other Information

1. Short title: To be used in published information and to identify your course in SUOnline. 30 characters maximum.

2. Short description: To be published in lists of available Core courses and included in the course description on SUOnline to assist students in selecting courses. Approx. 50-75 words.

3. Special Course Requirements: If you checked any of the boxes on page 1 regarding library resources, facility requirements, or other special elements in the course, or if there are other unique features that should be considered in planning and supporting this course (e.g. team teaching, special scheduling needs, etc.), please explain.

4. Other Information: Please provide any additional information you feel necessary or helpful for the review of this course.

Thank you for submitting a proposal for this Core course! Please remember that review of this proposal is a multi-step process, proceeding through department, college/school, and Core stages. The University Core will notify both the faculty members and their departments when courses are approved by the Core Curriculum Committee.

Syllabus: A syllabus is a required part of this proposal form. There is space at the end of the form (page 9) for you to paste the syllabus into this document.

Submissions: Please submit this form through your college or school's normal submission process for new course proposals. If you are submitting this form electronically, please save it with a new name that includes the name of the course category as well as your last name (e.g. "Acad Writing - Jones").

The Core guidelines document for this course is included here for your reference. Some questions in this form refer to specific requirements listed in this document.

UCOR 29XX: Ethical Reasoning
Course Description and Guidelines

Description: These courses introduce students to major traditions of moral theory and ethical reasoning, engage students in critically examining ethical problems, and challenge students to develop rigorous personal systems of ethical reasoning. The central goals of the course are to develop students' skills in reasoning about ethical problems and encourage deep, habitual reflection on the ethical dimensions of life. This course requires a major case study analysis of some sort. Individual sections may focus on different ethical arenas or problems. Prerequisite: Philosophy of the Human Person.

Notes or Guidelines:

1. All sections of Ethical Reasoning will introduce students to moral theories/philosophical approaches to ethics. At minimum, each section must cover character or virtue-based, duty-based, and consequential-based theories.
2. Each section will include the examination of case studies of ethical problems or dilemmas such as those that students may encounter in their roles as professionals, citizens, or human persons.
3. Faculty members may choose to develop sections of this course on the study of particular kinds of ethical problems or arenas. Examples could include professionally-focused courses, courses focused on specific subjects or issues involving ethics, or specific ethical debates. The focus of each course will be indicated in the title. However, in addition to exploring the specific focus, the courses should be broad enough to prepare students to apply moral theory and ethical reasoning across a wide range of their life experiences.

Essential Pedagogy:

1. Writing assignments should be included in all sections of this course, with instructor feedback on content, writing mechanics, and style.
2. All sections should include some kind of major paper or project that engages students in using and applying their knowledge of ethical theories. A central rationale for this assignment is to assist students in developing rigorous and well-informed reasoning skills regarding ethical issues.

Learning Objectives: Helping students meet the Core Learning Objectives is a collaborative effort.

1. All Core courses share a common responsibility for helping students achieve some objectives, and faculty should review the common objectives document (see *Common Learning Objectives in the Core*) and consider how those objectives can be reinforced and developed in this specific course.
2. In addition, each course has specific objectives for which it has special responsibilities. The table on the back of this page describes the ways in which this course has primary responsibility for one or more of the Core Learning Objectives. These objectives must be explicitly addressed in all sections of this course.

Ethical Reasoning: Learning Objectives	
Core Learning Objectives	How objectives should be addressed within this course (bullets are the relevant language from the Core Learning Objectives)
<p>Jesuit, Catholic Intellectual Traditions: Through knowledge of Jesuit, Catholic intellectual traditions and understanding of diverse religious traditions, students will reflect on questions of meaning, spirituality, ethics, values, and justice.</p>	<p>1. This course helps students understand key philosophical foundations of the Jesuit intellectual tradition, particularly insofar as that tradition has addressed issues of ethics. Sections need not focus on Jesuit and Catholic perspectives, but should seek to build on and reinforce the knowledge and skills students have previously developed in Philosophy of the Human Person, and help students understand where and how their studies of ethics relate to the Jesuit tradition(s).</p> <ul style="list-style-type: none"> • Understand academic traditions (theological, philosophical, etc.) on which Jesuit education is based
<p>Disciplinary Knowledge and Integrative Learning: By studying humanities, social sciences, natural sciences, mathematics, and fine arts, students will learn how different disciplines pursue knowledge. They will learn disciplinary ways of posing questions, gathering and analyzing evidence, developing cogent arguments, and engaging issues related to nature, culture, and society. Students will also learn to integrate knowledge and explore their intellectual passions.</p>	<p>2. This course helps students understand, use, and assess the strengths and weaknesses of ethical theories. After completing this course students should be able to understand at least three major approaches to ethical reasoning: 1) character or virtue-based, 2) duty-based, and 3) consequential-based approaches. Students should be able to examine issues, problems, or case studies to identify ethically relevant features and use their knowledge to analyze those situations.</p> <ul style="list-style-type: none"> • The ability to apply disciplinary knowledge and methods to answer questions and solve problems
<p>Communication: Students will be able to communicate effectively in a variety of genres and for different audiences and purposes through writing, speaking, and visual expression.</p>	<p>3. This course assists students in becoming effective writers, including writers of high quality academic prose. While this course is primarily focused on studying ethics, helping students improve their writing skills is a goal of all Core courses. Written assignments in this class will focus on genres of writing appropriate to the study of Philosophy. In particular, this course promotes the development of logical and clear writing on ethical issues, teaching students to justify or rationally defend ethical beliefs. See <i>Common Objectives in the Core</i> for more information on writing across the Core.</p>
<p>Global Engagement: Students will examine their roles in local, regional, national, and transnational cultures and communities. Students will be prepared to act, from an informed perspective, on local and global issues that surround and affect them.</p>	<p>4. A central goal of this course is to help students learn to use ethical theories to analyze situations and inform judgments about actions. Students should learn habits of mind that lead them to identify where ethical dilemmas lie, to question and reflect on their own behavior (both collectively and individually), and to reflect on issues of justice and values as members of society. This course is designed to integrate theory and practical application so as to prepare students for a life of ethical practice, service, and leadership.</p> <ul style="list-style-type: none"> • Ethical behavior in everyday life • Appreciate importance of issues of justice, such as social justice, environmental justice, & human rights

Syllabus: A syllabus is a required part of this proposal form. Please insert your syllabus here and be sure to include the appropriate Core Learning Outcomes in the syllabus.