Guidelines for Applied Ethics Courses

General Policies:

- Course descriptions and degree plans should induce students to take Applied Ethics courses later in their academic careers (i.e. not in the first year of study).

- Proposals for courses that meet the Core Ethics & Justice requirement must include a brief explanation of how the learning objectives and course requirements link to the criteria listed below for ethics classes, indicating the portions of the syllabus in which each guideline is addressed.

- The Core/LS Committee, in consultation with representatives from the Department of Philosophy and Religious Studies, reserves the right to review the course periodically to ensure compliance with the objectives and content laid out in the original proposal.

Coursework Guidelines:

- The course must provide students with a moral framework or principles reflecting the most important or influential ethical theories—at minimum, utilitarian, Kantian and virtue ethics. The Marist College Department of Philosophy & Religious Studies (in agreement with the larger philosophical community) takes these three theoretical standpoints to be the most significant standards for the purposes of evaluating practical and applied moral issues. Critical reflection on these ethical theories and principles must comprise a significant portion of the course (i.e. the equivalent of several weeks).

- The course must include explicit critical evaluation of ethical issues in a particular discipline or field, recognizing the complexity of the decision-making process and providing guidance for making moral decisions.

- The course subject matter will go beyond explanation and application of codes of professional ethics (e.g., the ABA Model Rules of Professional Conduct), which determine right action exclusively by reference to the rules of the discipline or field, and will rigorously investigate the subject matter of the course in light of more fundamental moral values.

Learning Outcomes:

- Demonstrate an understanding of ethical theory and the ability to use it to explain and justify moral judgments in cases specific to their subject or discipline.

- Demonstrate well-grounded ethical argumentation through presentations/debates and written work.
Show the ability to consciously and critically examine the often unspoken and unarticulated assumptions and values that underlie subject, content, and/or disciplinary methods.