Ethical Inquiry, Social Responsibility and Citizenship
(final revisions by CCC; awaiting senate approval SP 10)

This course focuses on a theme that engages students in critical reflection on their responsibilities for informed decision making and action in their public and private roles. It requires students to frame, analyze, and evaluate ethical issues, as well as to articulate and evaluate their own viewpoints and actions in relation to the ethical frameworks introduced.

Learning Outcomes
Students completing this course should be able to
1. analyze a topic relating to diverse human cultures and the natural world that has a significant ethical dimension and that is shaped by conflicting goals, values, traditions, institutions or structures.
2. describe their deliberative process for informed decision-making (e.g. weighing evidence, generating multiple alternatives and articulating the rationale for a final decision).
3. articulate their personal viewpoints as informed by specialized perspectives (including those encountered in previous coursework) and distinguish their viewpoints from those of others.
4. employ their own ethical framework as a basis for and assessment of an action that resonates with the themes of the course.
   Note: Student action should be meaningful, possibly public, such as service learning, sharing knowledge through public presentations, organizing and participating in co-curricular activities and events, writing a letter to the editor or legislator, or otherwise intentionally acting in their public and private roles.
5. demonstrate effective oral and written communication that draws on the higher level cognitive skills: analysis, synthesis and evaluation.

Course Characteristics
The course
1. is theme-based and designed by faculty teams;
2. uses one of the listed common texts intended to facilitate discussion of ethics and citizenship across multiple sections of the course regardless of topic. Faculty will recommend texts (such as a reading, film, artifacts) to the CCC, which will maintain and publish a list of no more than 5 approved common texts. The list will be reviewed and revised based on faculty input.
3. reintroduces the five goals of general education at USM and helps students understand the role of this course in the development of them;
4. analyzes quantitative and qualitative information and uses writing as a tool of learning and assessment.
5. includes co-curricular experiences as a form of learning.¹
Enrollment is normally limited to 30.

¹ Co-curricular learning experiences are designed to offer engaged learning experiences that generally occur outside the classroom, that complement and align with course content, that integrate course learning with other learning, and that provide the opportunity for self-reflective learning which takes into account context and personal development. Co-curricular learning experiences take a variety of forms, ranging from participation in an on-campus event or organization related to course content to service learning.