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| **Course Submitted**  **(Subject/Number)** |  |
| **Submitted by** |  |

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| **Dignity, Ethics, and a Just Society** | | | **Core Requirement** |
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| **Core component title** | Varies | | |
| **Minimum credit hours** | attributed course | | |
| **Core-specific pre- and co-requisites / requirements** | None | | |
| **Core component summary** | Courses that satisfy the Dignity, Ethics, and a Just Society requirement ask students to apply concepts of human dignity, well-being, equity, and justice to critically evaluate social systems; envision changes that promote dignity and justice; and assess the moral implications of their analysis for their own actions and vocation. | | |
| **Notes** | * The key concepts of human dignity, well-being, and justice are intended to gloss three broad, multifaceted dimensions that have relevance for social evaluation; moreover, the use of the key concepts is not meant to preclude the use of additional concepts. * Courses with this attribute may include a range of justice-oriented courses in a variety of disciplines, including professional and applied ethics courses (e.g., health care ethics, computer ethics) * Any course in the University Core or in a major program of study is eligible to be approved as carrying this attribute **except for: Ignite Seminar; Cura Personalis 1, 2, and 3; Eloquentia Perfecta 1; Eloquentia Perfecta 2** | | |

**All courses approved to count for University Core requirements must include both course-level and Core-level student learning outcomes on their syllabi. Please follow this link for mandatory syllabus material to be incorporated into your syllabus:**

[**Mandatory Syllabus Material for University Core Courses/Experiences**](https://sites.google.com/slu.edu/university-core-pilot/instructor-resources/mandatory-core-syllabus-boilerplate?authuser=1)

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| **Core Component Learning Outcomes** | |  |
| ***Below, you will find listed the 3 course-level student learning outcomes associated with this Core component area.*** | ***In the space provided, please provide examples of readings, assignments, and/or activities that demonstrate how your course is designed to facilitate student achievement of these outcomes.*** | |
| 1. Students will be able to analyze the cultural-institutional conditions and causes of just and unjust social systems using such concepts as social location, relationships, power, privilege, and vulnerability   Check here if submitting UUCC requested revisions |  | |
| 1. Students will be able to apply such ethical concepts as human dignity, equity, well-being justice, and the common good to critically evaluate both existing social systems and proposals for social change   Check here if submitting UUCC requested revisions |  | |
| 1. Students will be able to envision and articulate systemic social changes and other ways to promote flourishing, well-being, equity, justice, and the dignity of the human person   Check here if submitting UUCC requested revisions |  | |

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| **Course Essential Criteria** | |  |
| ***Below, you will find listed the 4 Essential Criteria for this Core component.*** | ***In the fields below, please note these Essential Criteria (what all instructors must do/teach/assign/require to ensure the integrity of each section University-wide) and in the spaces provided, please provide examples of readings, assignments, and/or activities that demonstrate how your course will incorporate these Essential Criteria.*** | |
| 1. Courses will familiarize students with key theoretical concepts and methods of analysis necessary for the critical evaluation of social systems (understood to include sociocultural practices, institutions, sectors of society, etc.) from the standpoint of human dignity, well-being, the common good, and justice, as appropriate for the topic area and discipline   Check here if submitting UUCC requested revisions |  | |
| 1. Courses will require students to analyze how social systems advance or obstruct justice, and to evaluate the relative utility of different concepts and methods used to analyze the social systems/visions treated in the course   Check here if submitting UUCC requested revisions |  | |
| 1. Courses will enable students to reflect on the ethical implications of course content in their own lives   Check here if submitting UUCC requested revisions |  | |
| 1. Courses will require students to produce an artifact that demonstrates recognition of how and when injustice is institutionalized in social, political, and cultural systems, and identify conditions that promote the dignity and equity of all.   Check here if submitting UUCC requested revisions |  | |

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| **Core SLO(s) (**[**Click here for more information on Core SLO’s**](https://drive.google.com/file/d/15qtYvj1085Y8OHJ8GRkxzRW2w-H_t6FU/view)**)** | |  |
| ***This course/experience is part of an integrated university-wide Core curriculum designed to facilitate student achievement of SLU’s nine University Core SLOs. Below, you will find listed the 3 University Core-level student learning outcomes associated with this Core component area.*** | ***In the space provided, please provide examples of readings, assignments, and/or activities that demonstrate how your course is designed to facilitate student achievement of these 3 outcomes at the levels indicated.*** | |
| **SLO 1: Students will be able to examine their actions and vocations in dialogue with the Catholic, Jesuit tradition (Develop)**  Check here if submitting UUCC  requested revisions |  | |
| **SLO 3: Students will be able to assess evidence and draw reasoned conclusions (Develop)**  Check here if submitting UUCC  requested revisions |  | |
| **SLO 7: Students will be able to evaluate the extent to which social systems influence equity and reflect innate human dignity (Introduce, Develop, Achieve)**  Check here if submitting UUCC  requested revisions |  | |