

**Proposal for Changes
to the
General Education Category/Flag**

AV Analysis of Values

(Write name of category or flag under consideration)

Date: _____1-26-2012_____

Name: _____Greg Shaw_____

(Name of Faculty member who prepared this proposal)

Names of faculty convened for proposal development:

Greg Shaw – Convener

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Analysis of Values

(1 course unit)

Current Category Description: Courses in this category critically examine one or more *normative value issues* arising in social, political, professional, religious, artistic, or other contexts. Normative value issues concern questions of what *ought* to be the case, and are thus distinguished from empirical and/or descriptive issues, which concern questions of what *is, was, or will be* the case. Courses in this category engage students in the rational examination of normative value issues and expose them to alternative theories and positions concerning such issues. Students are thereby challenged to think systematically about these issues and to refine and defend their views of them.

Proposed Category Description: No Change.

<p style="text-align: center;">Current Category Goals</p> <p>In keeping with the overall goals of the General Education program, in particular the goals of developing students' capacities for critical thinking, intellectual independence, communicating in writing and orally, and fostering their abilities to make and assess judgments of value, courses in the "Analysis of Values" category seek to:</p> <p style="text-align: center;">Proposed Category Goals</p> <p>No Change.</p>	<p style="text-align: center;">Current Course Criteria</p> <p>To achieve these goals, offerings at the 100- or 200-level in this category incorporate the following criteria in a balance appropriate to the course. In addition, courses in this category at the 300- or 400-level have a significant research component and involve students in analysis and argumentation at a more sophisticated level than that normally found in lower-level courses.</p> <p style="text-align: center;">Proposed Course Criteria</p> <p>No Change.</p>
<p>Current</p> <p>1. develop students' ability to recognize and understand normative value issues;</p> <p>Proposed</p> <p>No Change.</p>	<p>Current</p> <p>1. Courses consider normative value issues as their central focus. The issue or issues should be clearly identified. Whereas the study of descriptive and/or empirical information may be an important component of courses in this category, such information should relate to the normative value issue(s) under consideration.</p> <p>Proposed</p> <p>No Change.</p>
<p>Current</p> <p>2. encourage students to understand and evaluate contrasting theories pertaining to normative value issues;</p> <p>Proposed</p> <p>No Change.</p>	<p>Current</p> <p>2. Courses expose students to contrasting theories pertaining to normative value issues as these are presented in primary or secondary source readings. Courses engage students in the critical assessment of these theories and/or the practical application of these theories to particular normative value issues.</p> <p>Proposed</p> <p>No Change.</p>

<p>Current 3. develop students' ability to formulate, examine rationally, and defend their positions about normative value issues. Such examination requires students to consider theories, contrasting positions on the issue(s) in question, and pertinent descriptive and empirical information;</p> <p>Proposed No Change.</p>	<p>Current 3. Course materials and assignments provide multiple opportunities for students to examine contrasting positions, to formulate their own positions, and to consider rigorously the grounds and arguments for such positions. Possible methods include small group exercises, debates, interactive learning technologies, participation in co-curricular events, class discussions, and paper assignments.</p> <p>Proposed No Change.</p>
<p>Current 4. encourage students to reflect on the implications of their values for their personal, professional and civic lives, and to learn to listen to, respect, and care about the views of other people in situations other than their own.</p> <p>Proposed No Change.</p>	<p>Current 4. Courses develop students' ability to consider the interpersonal, professional, and social contexts of action and to understand the implications of their positions for other persons, groups, or populations.</p> <p>Proposed No Change.</p>

Rationale:

The group that discussed the AV goals and criteria did not recommend any changes to the handbook language at this time because of the faculty members' sense that the language is quite clear and appropriate as presently written. Faculty members reported being fairly confident that they are successfully achieving the category goals and that the students largely understand those goals. However, at least one member of the group expressed some misgivings about the research requirement for upper-level courses. The concern is that in largely theoretical courses any additional research requirement would crowd out the core content. This concern was significant enough for those in attendance that the group thought it advisable to have further conversation on this point as time and venues permit.