



ETHICAL REASONING RUBRIC

Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Uwf gpwø'gyj kcn'ugrh-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Framing Language

This rubric is intended to help faculty evaluate work samples and collections of work that demonstrate student learning about ethics. Although the goal of a liberal education should dg"vj"j gr "uwf gpw'wtp'y j cv'yj g{ø'g'ngctpgf "lp"vj g'encuatqo "kpq"cevqp."r tci o cvecm{ "k'y qwf "dg'f k'hewx "k'ipqvko r quisible, to judge whether or not students would act ethically when faced with real ethical situations. What can be evaluated using a rubric is whether students have the intellectual tools to make ethical choices.

The rubric focuses on five elements: Ethical Self Awareness, Ethical Issue Recognition, Understanding Different Ethical Perspectives/Concepts, Application of Ethical Principles, and Gxcn'evqp"qh'F k'ht gpv'Gyj kcn'Rgtur gev'xguE qpegr u0'Uwf gpwø'Gyj kcn'Ugrh'K gpwv{ "gxqk'gu"cu"vj g{ 'r tcev'eg"gyj kcn'f gekson-making skills and learn how to describe and analyze positions on ethical issues. Presumably, they will choose ethical actions when faced with ethical issues.

Glossary

Core Beliefs: Those fundamental principles that consciously or unconsciously influence one's ethical conduct and ethical thinking. Even when unacknowledged, core beliefs shape one's responses. Core beliefs can reflect one's environment, religion, culture or training. A person may or may not choose to act on their core beliefs.

Service-learning class: A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.

Ethical Perspectives/concepts: The different theoretical means through which ethical issues are analyzed, such as ethical theories (e.g., utilitarian, natural law, virtue) or ethical concepts (e.g., rights, justice, duty).

Complex, multi-layered (gray) context: The sub-parts or situational conditions of a scenario that bring two or more ethical dilemmas (issues) into the mix/problem/context/for student's identification.

Cross-relationships among the issues: Obvious or subtle connections between/among the sub-parts or situational conditions of the issues present in a scenario (e.g., relationship of production of corn as part of climate change issue).

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet level 1 performance.

	Not Approaching 0	Approaching 1	Meeting 2 (CORE ASSESSMENT BENCHMARK)	Exceeding 3	Capstone 4 (GRADUATING ASSESSMENT BENCHMARK)
Ethical Self-Awareness	Does not meet level 1 achievement target of 'Approaching'.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.	Student states both core beliefs		