

Ethical Reasoning When Making Choices

This cover sheet should accompany a single submitted assignment and resulting student work from all students in one course to be assessed with the attached Ethical Reasoning When Making Choices rubric. The attached rubric and the data generated from student work are solely for program assessment purposes and are not intended for grading students, evaluating courses, or evaluating faculty.

Ethical Reasoning Objective

Students will recognize the ethical issues involved in human actions and be able to formulate a set of principles and virtues which can be brought to bear in personal and public decision making.

Using the Rubric

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 be to help students turn what they've learned in the classroom into action, pragmatically it would be difficult, if not impossible, to judge whether or not students would act ethically when faced with real ethical situations. One thing that can be evaluated using a rubric is whether students have the intellectual tools to make ethical choices.

The rubric focuses on seven criteria: Moral Reasoning, Statement of Position, Ethical Issue Recognition, Application of Ethical Perspectives/Concepts, Development of Rationale, Ethical Self Awareness, and Evaluation of Different Ethical Perspectives/Concepts. In the spaces below, please provide your name or department name, the name of the assignment (attach a copy as well) and other information, including your own evaluation of which of the criteria are specifically taught in the course, addressed in the assignment prompt and which can be effectively assessed from the student work. The purpose of this information is to avoid incorrectly scoring student work as deficient when an element of the rubric is lacking because the students were not aware they needed to address that criterion. In some cases they should be aware because the criterion was taught as part of course instruction and in other cases because the assignment prompt mentions the criteria. Please indicate yes or no for each of these boxes and then make a final yes/no judgment on whether scorers should assess this criterion.

Faculty member or department name _____

Course Number _____ Course Name _____

Assignment name _____ Number of students in course _____

Date _____ % of grade covered by assignment < 3% 3-5% 6-10% 11-20% > 20%

Ethical Reasoning Criteria: See rubric on back for details	This criterion is . . .		
	Taught as part of course instruction	Addressed in the assignment prompt	Appropriate to be assessed
Moral Reasoning			
Statement of Position			
Ethical Issue Recognition			
Application of Ethical Perspectives/Concepts			
Development of Rationale			
Ethical Self Awareness			
Evaluation of Different Ethical Perspectives /Concepts			

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	Proficient 3	Sufficient 2	Deficient 1
Moral Reasoning	Student work identifies and focuses on what is <u>right for universal and communal good as well as from a personal/individual perspective.</u>	Student work identifies and focuses on what is <u>right for the communal/societal good as well as from a personal/individual perspective.</u>	Student work identifies and focuses on what is <u>right from a personal/ individual perspective.</u>
Statement of Position	Student work <u>develops a nuanced position</u> on an historical or contemporary ethical issue related to a matter of personal or professional concern.	Student work <u>develops a limited position</u> on an historical or contemporary ethical issue related to a matter of personal or professional concern.	Student work fails to <u>assert a position</u> on an historical or contemporary ethical issue related to a matter of personal or professional concern.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize some basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/ Concepts	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student is unable to apply ethical perspectives/concepts independently (to a new example.).
Development of rationale	Student work <u>defines and engages all or most of the following</u> which may bear on the issue: stakeholders and their interests in the issue; pertinent distinctions between moral and non-moral matters; values, principles, and virtues; issues of personhood, culture, gender, race, and/or class.	Student work <u>generally defines and engages at least some of the following</u> which may bear on the issue: stakeholders and their interests in the issue; pertinent distinctions between moral and non-moral matters; values, principles, and virtues; issues of personhood, culture, gender, race, and/or class.	Student work <u>provides analysis which is incomplete and/or confused concerning all or most of the following:</u> stakeholders and their interests in the issue; pertinent distinctions between moral and non-moral matters; values, principles, and virtues; issues of personhood, culture, gender, race, and/or class which may bear on the issue.
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Evaluation of Different Ethical Perspectives/ Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them or the student's response is inadequate (ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.