

ETHICS

Students will be able to assess their own ethical values and recognize ethical issues in a variety of contexts.

Performance Criterion 1: Ethical Self-Awareness

Highest Level of Competency		Intermediate Level of Competency		Lowest Level of Competency	
Student discusses in detail or successfully 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 may not acknowledge both.	
5	4	3	2	1	0
Comments:					

<i>Performance Criterion 2: Ethical Issue Recognition</i>						
Highest Level of Competency		Intermediate Level of Competency		Lowest Level of Competency		
Student reliably recognizes ethical issues when presented in a complex, multilayered (gray) context.		Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context.		Student can recognize basic and obvious ethical issues.		
Student consistently acknowledges cross-relationships among issues.		Student may grasp cross-relationships among issues.		Grasp of the complexities or interrelationships among the issues may be incomplete or lacking.		
5	4	3	2	1	0	n/a
Comments:						

<i>Performance Criterion 3: Acknowledge the ethical perspectives of others</i>						
Highest Level of Competency		Intermediate Level of Competency		Lowest Level of Competency		
<p>Student accurately identifies ethical perspectives (or theories, propositions, etc.) of thinkers or actors.</p> <p>Student thoughtfully describes the breadth and/or depth of said perspectives.</p>		<p>Student identifies ethical perspectives (or theories, propositions, etc.) of thinkers or actors.</p> <p>Student presents the gist of said perspectives.</p> <p>Attempts to explain the details of the perspectives used may have some inaccuracies.</p>		<p>Student can identify ethical perspectives (or theories, propositions, etc.) of thinkers or actors.</p> <p>Student may only present the gist of said perspectives.</p>		
5	4	3	2	1	0	n/a
Comments:						

<i>Performance Criterion 4: Recognize the social or historical context of ethical issues</i>						
Highest Level of Competency		Intermediate Level of Competency		Lowest Level of Competency		
<p>Student independently examines ethical issues within appropriate and nuanced social or historical contexts.</p> <p>Student consistently considers full implications of the social or historical context to the ethical issue.</p>		<p>Student can apply social or historical contexts to ethical issues.</p> <p>Student may not consider full implications of the social or historical context to the ethical issue.</p>		<p>Student can apply social or historical contexts to ethical issues with support.</p> <p>Student may be unable to connect contexts with ethical issues independently (e.g., to a new example, without a fixed-choice example, or outside of class/group settings).</p>		
5	4	3	2	1	0	n/a
Comments:						

<i>Performance Criterion 5: Argue from an ethical point of view</i>						
Highest Level of Competency		Intermediate Level of Competency		Lowest Level of Competency		
<p>Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts.</p> <p>Student reasonably defends against the objections to, assumptions and implications of different ethical perspectives/concepts.</p> <p>Student's defense is adequate and effective.</p>		<p>Student states a position and may state the objections to, assumptions and implications of different ethical perspectives/concepts.</p> <p>Student may respond inadequately or not at all to the objections to, assumptions and implications of different ethical perspectives/concepts.</p> <p>Objections, assumptions, and implications may be compartmentalized by the student and may not affect student's position.</p>		<p>Student states a position but may not state the objections to and assumptions and limitations of the different perspectives/concepts.</p> <p>Objections, assumptions, and implications cannot affect student's position.</p>		
5	4	3	2	1	0	n/a
Comments:						

Adapted from Ethical Reasoning VALUE Rubric. Performance criteria established in Coordinators Council workshop, November 2011.

Glossary

The definitions that follow were developed to clarify terms and concepts used in AAC&U LEAP VALUE rubric only.

- 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.
- 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).