

ETHICAL REASONING CURRICULUM - RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to identify ethical theories or approaches and apply appropriate **ethical reasoning** to reach conclusions and support moral judgments.

<i>Learning objectives / Desired outcomes</i>	Levels of competency				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
<p>Conceptualization <i>The student identifies and explains the ethical theory's or approach's essential moral principle or value and its relation to the theory as a whole.</i></p>	<p>Fails to identify the theory's or approach's essential moral principle or value.</p>	<p>Identifies the theory's or approach's essential moral principle or value, but cannot explain it or relate it to the theory or approach as a whole.</p>	<p>Identifies the theory's or approach's essential moral principle or value, but explains it incompletely and does not relate it to the theory or approach as a whole.</p>	<p>Identifies and explains the theory's or approach's essential moral principle or value, but does not relate it to the theory or approach as a whole.</p>	<p>Identifies and explains the theory's or approach's essential moral principle or value, and relates it correctly to the theory or approach as a whole.</p>
<p>Application <i>The student applies the moral principle or value to an action, decision, or issue and generates the correct moral judgment within a certain framework and its implications.</i></p>	<p>Fails to apply the moral principle or value to an action, decision, or issue.</p>	<p>Applies the moral principle or value to an action, decision, or issue in an incomplete way and cannot generate the correct moral judgment within a certain framework or explain its implications.</p>	<p>Applies the moral principle or value to an action, decision, or issue and generates the correct moral judgment within a certain framework but cannot explain the implications.</p>	<p>Applies the moral principle or value to an action, decision, or issue and generates the correct moral judgment within a certain framework, but explains the implications incompletely.</p>	<p>Applies the moral principle or value to an action, decision, or issue, and generates the correct moral judgment within a certain framework, as well as explains the implications completely.</p>
<p>Comparison and Evaluation <i>The student identifies, compares, and evaluates similarities and differences between ethical theories or approaches, as well as the strengths and weaknesses of the ethical theories or approaches.</i></p>	<p>Fails to identify similarities and differences between the theories or approaches and fails to identify the strengths and weaknesses of the ethical theories or approaches.</p>	<p>Identifies either similarities or differences between the ethical theories or approaches or the strengths and weaknesses of the ethical theories or approaches.</p>	<p>Identifies both similarities and differences between the ethical theories or approaches and the strengths and weaknesses of the ethical theories or approaches.</p>	<p>Compares similarities and differences between the ethical theories or approaches and the strengths and weaknesses of the ethical theories or approaches.</p>	<p>Compares similarities and differences between the ethical theories or approaches and the strengths and weaknesses of the ethical theories or approaches and evaluates the ethical theories or approaches based upon their strengths and weaknesses.</p>

A **competency** is the ability to do something successfully.

A **program goal** is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment.

A **student learning objective** is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired outcome.

A **student learning outcome** is the result of a learning process; in other words, it is an actual outcome. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, emerging, developing, proficient, and mastery).