

Ethical Reasoning and Action

Students will be able to identify ethical issues and propose effective approaches to their resolution.

Skill/Component	4.0 Accomplished	3.0 Competent	2.0 Developing	1.0 Introductory
Ethical Issue Recognition	Student is able to clearly and comprehensively define ethical issues.	Student is able to define ethical issues, but definition is unclear or incomplete in some minor aspects.	Student is somewhat able to define ethical issues, but definition is overly simplistic or incomplete.	Student's attempt to define ethical issues is incomprehensible.
Proposal of Approach	Student independently and thoughtfully devises a feasible approach to resolving an ethical dilemma, or proposes a stance on an ethical issue in a logical and powerfully persuasive manner.	Student devises an approach to resolving an ethical dilemma or proposes a stance on an ethical issue that is satisfactorily persuasive, but proposal lacks clarity or completeness in some minor aspects.	Student devises an approach to resolving an ethical dilemma or proposes a stance on an ethical issue, but proposal is not persuasive, is overly simplistic, and/or is largely unfeasible.	Student does not comprehensibly present an approach for resolving an ethical dilemma or articulate a stance on an ethical issue.
Implications of Approach	Student thoroughly and clearly articulates wide range of implications of proposed approach or stance, including immediate and/or lasting effects on individuals or groups.	Student articulates implications of proposed approach or stance, including effects on individuals or groups, but scope is limited or description is unclear in some minor aspects.	Student articulates some implications of proposed approach or stance, but discussion of some major effects on individuals or groups is overly simplistic or omitted.	Student does not comprehensibly articulate implications of proposed approach or stance on individuals or groups.
Defense of Approach	Student is able to articulate opposing viewpoints and logically and persuasively defend proposed approach or stance against them.	Student is able to articulate opposing viewpoints and defend proposed approach or stance against them, but defense is not persuasive or logical in some minor aspects.	Student addresses and defends against opposing viewpoints, but defense is not persuasive or logical in key aspects, and/or opposing viewpoints are presented in an overly simplistic manner or are slightly misrepresented.	Student does not engage or address opposing viewpoints at all or does so in an inappropriate or disrespectful manner, and/or key aspects of opposing viewpoints are misrepresented.
Written Communication	Student uses elegant language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Student uses straightforward language that generally conveys meaning to readers. The language in the paper has few errors.	Student uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Student uses language that sometimes impedes meaning because of errors in usage.