ETHICAL REASONING CURRICULUM RUBRIC   (E)

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

Student learning objective	Student Learning Outcomes' Levels of Competency:				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
SLO1: Conceptualization 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	Fails to identify the theory's essential moral principle or value.	Identifies the theory's essential moral principle or value but cannot explain it or relate it to the theory as a whole.	Identifies the theory's essential moral principle or value but explains it incompletely and does not relate it to the theory as a whole.	Identifies and explains the theory's essential moral principle or value but does not relate it to the theory as a whole.	Identifies and explains the theory's essential moral principle or value and relates it correctly to the theory as a whole.
SLO2: Application 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.	Fails to apply the moral principle or value to an action, decision, or issue.	Applies the moral principle or value to an action, decision, or issue in an incomplete way and cannot generate the correct moral judgment or explain its implications.	Applies the moral principle or value to an action, decision, or issue and generates the correct moral judgment, but cannot explain the implications.	Applies the moral principle or value to an action, decision, or issue and generates the correct moral judgment, but explains the implications incompletely.	Applies the moral principle or value to an action, decision, or issue, and generates the correct moral judgment, as well as explains the implications completely.
SLO3: Comparison and Evaluation 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.	Fails to identify similarities and differences between the theories or guidelines and fails to identify the strengths and weaknesses of the ethical theories or guidelines.	Identifies *either* similarities or differences between the ethical theories or guidelines *or* the strengths and weaknesses of the ethical theories or guidelines.	Identifies both similarities and differences between the ethical theories or guidelines and the strengths and weaknesses of the ethical theories or guidelines.	Compares similarities and differences between the ethical theories or guidelines and the strengths and weaknesses of the ethical theories or guidelines.	Compares similarities and differences between the ethical theories or guidelines and the strengths and weaknesses of the ethical theories or guidelines and evaluates the ethical theories or guidelines based upon their strengths and weaknesses.

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).

A **competency** is the ability to do something successfully. CU's expectation is that students will perform at or above the level of **Proficient.**