

Goal 6: Make informed decisions and ethical choices

Learning Outcome	1	2	3	4
A. Identifies and summarizes ethical problem at issue	Does not correctly identify and/or summarize the problem or its underlying ethical issues	Identifies the main problem and some of the subsidiary, embedded, or implicit aspects of the problem and its underlying ethical issues	Identifies the main problem and many subsidiary, embedded, or implicit aspects of the problem and its underlying assumptions and ethical issues	Identifies not only the basics of the issue, but recognizes nuances of the issue. Analyzes the validity of key assumptions and the underlying ethical dimensions of the issue
B. Identifies other perspectives and positions	Deals only with a single perspective, possibly a personal one, and fails to identify other salient perspectives	Partially identifies other perspectives but remains within the scope of the personal or those alternatives presented in the course	Identifies other salient perspectives, including those drawn from outside information	Addresses and analyzes salient perspectives drawn from outside information
C. Examines quality of evidence	Merely repeats information provided, taking it as truth or denies evidence without adequate justification	Unevenly examines the evidence and source of evidence, questions its accuracy, precision, relevance, and completeness	Examines the evidence and source of evidence, questions its accuracy, precision, relevance, and completeness	Observes cause and effect and addresses existing or potential consequences. Clearly distinguishes between fact, opinion, and acknowledges value judgments
D. Considers conclusions, implications and consequences	Fails to identify and discusses conclusions, implications and consequences	Partially identifies and discusses conclusions, implications and consequences	Identifies and discusses conclusions, implications and consequences	Identifies and discusses conclusions, implications and consequences, and reflects upon own assertions

Please note: The General Education Committee would like to make a distinction between the knowledge of ethical theories and the ability to make ethical decisions. Our goal is the latter. While some familiarity with the great ethical thinkers or texts may be useful to the student in making decisions, this is not to be regarded as sufficient to meet the goal. The best student artifacts will show active and informed decision-making rather than a summary of ethical theories.