

## Essential Student Learning Outcome Rubric – Ethical Reasoning

**ESLO 3 Ethical Reasoning:**

Oregon Tech Students will make and defend reasonable ethical judgements.

**Definition:** Ethical reasoning is the process of recognizing which decisions require ethical judgements, determining potential reasonable courses of action, finding support for potential courses of action, and then selecting the course of action best supported.

Performance Criteria	High Proficiency (4) <i>The work meets listed requirements for this criterion; little to no development needed.</i>	Proficiency (3) <i>The work meets most requirements; minor development would improve the work.</i>	Some Proficiency (2) <i>The work needs moderate development in multiple requirements.</i>	Limited Proficiency (1) <i>The work does not meet this criterion: it needs substantial development in most requirements.</i>
<b>Theory:</b> Student demonstrates knowledge of different ethical theories and codes.	The student demonstrates a developed knowledge of different ethical theories and codes, and provides rationale for their preferred theory or code.	The student demonstrates a developed knowledge of different ethical theories and codes.	The student demonstrates a basic knowledge of different ethical theories or a code. Student understands the difference between ethics and law.	The student exhibits no knowledge of different ethical theories and codes. The student may confuse legal and moral codes.
<b>Recognition:</b> Student can recognize decisions requiring ethical judgments.	The student is able to successfully recognize decisions requiring ethical judgments without prompting, and can clearly explain to others why they require ethical reasoning.	The student is able to successfully recognize decisions requiring ethical judgments without prompting.	The student is able to recognize decisions requiring ethical judgments with prompting.	The student is unable to recognize decisions requiring ethical judgments.
<b>Logic:</b> Student demonstrates knowledge of the logic of ethical reasoning.	The student can formulate and test plausible moral principles* and apply them to a case to derive a course of action.	The student can formulate basic moral principles* and apply them to a case to derive a course of action.	The student can take an existing moral principle* (possibly from a code of ethics) and apply it to a case to derive a course of action.	The student exhibits no knowledge of the logic of ethical reasoning, and/or applies it improperly/inadequately.
<b>Judgment:</b> Student can make and support plausible ethical decisions.	The student is able to apply ethical reasoning to novel situations and provide detailed support for their decisions, as well as refuting other possible decisions.	The student is able to make plausible ethical decisions and support them at a competent level. At this level, the student begins to generalize their reasoning to similar situations.	The student is able to make plausible ethical decisions, but their support may be rudimentary or underdeveloped.	The student does not make or support plausible ethical decisions.

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**Note:** For ER-tagged courses it must be possible to assess the students in the course at the appropriate level of achievement.

**Assignment suggestions at all levels:** Case study, role-playing exercise, writing assignment, exam. Assessment should be at the level of the individual student, though it could occur in a group environment.

### Foundation-level course

- Students should achieve some proficiency (2) for all four objectives.
- Courses that will satisfy the foundation-level course in Ethical Reasoning include a lower-division philosophy or humanities course that covers ethics, or a program-specific course that introduces and emphasizes the importance of professional ethics and applied ethical reasoning.

### Essential Practice

- Students should become proficient (3) for all four objectives.
- These courses must be taught by a content expert on ethics and solely focused on the ethical reasoning outcome (If a course is being taken for Ethical Reasoning essential practice, then it cannot fulfill any other ESLO requirement that it might also be tagged for).

### PIPES-level Course

- Students should achieve some proficiency (2) in theory
- Students should achieve proficiency (3) in recognition
- Students should achieve proficiency (3) in either logic or judgment, and at least some proficiency (2) in the other objective.
- This could be fulfilled by a course in a major where students practice broad and/or deep engagement with ethical reasoning. This could also be met by a course from outside of the student's program that has significant ethics content, which they take in addition to their Essential Practice course. This course can be tagged with up to two ESLO tags.

\*A moral principle is a general statement about what our moral obligations are, or what the right thing to do is. These principles are derived from ethical theories. Professional codes of ethics are usually composed of a variety of moral principles.