

Ethics

Students are required to take a course or a series of courses placing substantial emphasis on discussion of ethical issues. The ethics requirement can be satisfied by 1) a stand-alone course in which ethics constitutes a substantial focus of the course, or 2) by a well defined series of courses required in a particular curriculum, wherein the treatment of ethics in any one course may be somewhat less, but which taken together sum to a substantial emphasis on ethics. Courses that satisfy the ethics requirement must have a theoretical component and have one or more of the following attributes: a) they teach methods of ethical analysis b) they deal intensively with ethical issues associated with a particular discipline or

Description	Capstone	Level 3	Level 2	Benchmark
Understanding Different Ethical Perspectives/Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/Concepts	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).
Evaluation of Different Ethical Perspectives/Concepts	objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical	to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the	objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections,	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.
Experience Connects relevant experience and academic knowledge	experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad)	experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate	to infer differences, as well as similarities, and acknowledge perspectives within ethical theory and practice.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to ethical theory and practice.