

Student Learning Outcome: Identify contemporary ethical questions and relevant positions					
Criteria	Insufficient (1)	Developing (2)	Competent (3)	Exemplary (4)	Rating
Ethical Problem Recognition	Student cannot recognize ethical problems and is unaware of complexity.	Student can recognize basic ethical problems but fails to grasp complexity or interrelationships.	Student can recognize basic ethical problems and grasp (incompletely) the complexities or interrelationships among the problems.	Student can recognize ethical problems when presented in a complex, multilayered (gray) context and can recognize relationships with other ethical problems.	
Identification of Possible Ethical Positions	Student is unable to identify the ethical positions.	Student is able to identify the ethical positions.	Student is able to identify the ethical problem and can identify potential positions solutions.	Student is able to identify the ethical problem and can identify potential positions and consider the important implications of them.	
Evaluation of Different Ethical Positions	Student is not able to state any position.	Student is able to state a position but gives incomplete or significantly flawed justification.	Student states a position and displays a logical justification, and responds to objections for that position.	Student states a position, provides a logical justification, responds to objections and displays original insight.	

# RIT

## Benchmarks (Progressive)

**Ethical Problem Recognition:** 90% of students will achieve a rubric score of Competent (3) or higher.

**Identify Possible Positions:** 80% of students will achieve a rubric score of Competent (3) or higher.

**\* Evaluation of Different Ethical Positions:** 70% of students will achieve a rubric score of Competent (3) or higher.

\* Benchmark reported at the university level

## Student Learning Outcome: Identify contemporary ethical questions and relevant positions

### *Perspective – Ethical*

Courses in this category focus on ethical aspects of decision-making and argument, whether at the individual, group, national, or international level. Because RIT expects its graduates to be leaders in their careers and communities, these courses provide students with an understanding of how ethical issues can be conceived, discussed, and resolved, and how ethical forms of reasoning emerge and are applied to address such issues.

### *Framing Language*

Ethics evaluates what is right and wrong. Students must be able to recognize ethical issues in a variety of settings, consider possible solutions, and determine what is right through ethical reasoning. This means taking into account the social context of problems and the ramifications of alternative actions. Some ethical questions are easy to answer (e.g., Should I cheat?), but some contemporary ethical questions are significant and difficult. It is critical for students to be able to address such questions.

This rubric is intended to help faculty evaluate the achievement of student learning as it relates to RIT's ethics outcome for all students. Although the goal of a liberal education should be to help students turn what they've learned in the classroom into action, pragmatically it is difficult to judge whether students would act ethically when faced with real ethical situations. What can be evaluated using a rubric is whether students have the intellectual tools to recognize, diagnose, and evaluate ethical problems and possible solutions.

Therefore, the rubric focuses on three elements that are observable and measurable in courses which are designated as part of the Ethical Perspective in the General Education Framework : ethical issue recognition, identification of possible positions, and evaluation of different ethical perspectives. Courses that meet this outcome focus on ethical aspects of decision-making and argument, whether at the individual, group, national, or international level. The rubric is written to apply generally to ethical problems across multiple disciplines.

### *Assignment Design / Evaluation of Student Learning*

When constructing this rubric, RIT faculty differentiated three distinct elements that define the student learning outcome. Faculty envision a process in which, at the highest level a student is able to: 1. Identify a significant ethical problem, 2. Identify possible positions and consider the full implications of them, and 3. Select a position and provide logical justification for it, responding to objections and displaying original insight. Assignments that give students the structure and guidance to respond to all of the levels of the rubric are recommended.