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GE Program SLO Ethical Judgment and Integrity Rubric

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GENERAL EDUCATION STUDENT LEARNING OUTCOME: ETHICAL JUDGMENT AND INTEGRITY

The ability to draw responsible conclusions from ethical questions to guide personal conduct.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Ethical Issue Recognition	Student can recognize ethical issues when presented in a multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when presented in a multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and partially grasps the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Understanding Different Ethical Perspectives/Concepts	Student names the perspectives/concepts, can present, and accurately explains the details of them.	Student can name the major perspectives/concepts she/ he uses, can present the gist of them, and partially explain its details.	Student can name the major perspectives/concepts she/he uses, and is only able to present the gist of them.	Student can name the major perspectives/concepts she/he uses.
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion have greater depth and clarity.	Student discusses core beliefs and the basis for their core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states core beliefs partially or articulates the basis for the core beliefs.
Evaluation of Different Ethical Perspectives/Concepts	Student states positions, objections, assumptions, and implications of different ethical perspectives/ concepts. The student can reasonably defend against them and the student's defense is adequate and effective.	Student states a position and can states objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/ concepts, but the student's response is inadequate.	Student states a position, and can state objections to, assumptions and implications of different ethical perspectives/ concepts. Student does not respond to them or the response is of a more personal nature.	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/ concepts.
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 accurately and independently (to a new example) apply ethical perspectives/concepts to an ethical question, but may partially consider the implications.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is incomplete.	Student can understand ethical perspectives/concepts and can apply them to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting). Student is unable to apply ethical perspectives/concepts independently (to a new example).
Conduct of Professional and Academic Integrity	Student can accurately and independently apply ethical knowledge into appropriate action in an academic or professional situation.	Student can accurately apply with support ethical knowledge into appropriate action in an academic or professional situation.	Student can understand the appropriate action in an academic or professional situation but cannot apply it.	Student can understand the appropriate action in an academic or professional situation but cannot apply it. Student can partially identify a course of action but cannot apply to academic or professional situation.

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For information, please contact the School of General Studies 908-737-0330 or www.kean.edu/academics/college-liberal-arts/school-general-studies

Kean University 1000 Morris Avenue, Union NJ 07083 www.kean.edu