SOCIAL RESPONSIBILITY AND ETHICAL REASONING RUBRIC

The ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

Criterion	Description	Not Demonstrated (0)	Developing (1)	Satisfactory (2)	Exemplary (3)
SRER1: Ethical Self Awareness	Students assess their values within the social context of problems	• Student does not communicate their core beliefs*.	• Student communicates either their core beliefs and/or the origins of their core beliefs*.	• Students communicates and analyzes both their core beliefs and the origins of their core beliefs *.	• Student communicates a nuanced analysis of both their core beliefs and the origins of their core beliefs* and discussion has depth and clarity.
SRER2: Ethical Issue Recognition	Students recognize ethical issues in a variety of settings	• Student does not recognize ethnical issues.	• Student broadly recognizes ethical issues, but not the complexities or interrelationships among them.	• Student recognizes ethical issues, and some of the complexities or interrelationships among them.	• Student recognizes multi-layered (grey) ethical issues and the complexities and interrelationships among them.
SRER3: Application of Ethical Perspectives/ Concepts	Students describe how different perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.	• Student is unable to apply ethical perspectives/ concepts to an ethical question.	• Student can apply ethical perspectives/ concepts to an ethical question with support (using provided examples) but is unable to apply ethical perspectives/concepts independently (to a new example.).	• Students can independently apply ethical perspectives/ concepts to an ethical question, accurately, but the implications of the application are not fully considered.	• Students can independently apply ethical perspectives/ concepts to an ethical question, accurately, and consider specific implications of the application.

* According to the AACU's Ethical Reasoning rubric, core beliefs can be defined as: "Those fundamental principles that consciously or unconsciously influence one's ethical conduct and ethical thinking. Even when unacknowledged, core beliefs shape one's responses. Core beliefs can reflect one's environment, religion, culture, or training. A person may or may not choose to act on their core beliefs."