Introduction

This file describes how "Ethical reasoning" as a generic competence can be deconstructed into distinct learning outcomes in a university education setting.

It is one of 16 descriptions in LOUIS (Learning Outcomes in University for Impact on Society); LOUIS is part of the Aurora Competence Framework.

The descriptions are based on the VALUE Rubrics developed by the American Association of Colleges & Universities AAC&U.

Ethical Reasoning is reasoning about right and wrong human conduct.

It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions.

Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Ethical Reasoning components:

- Ethical self-awareness
- Understanding different ethical perspectives / concepts
- Ethical issue recognition
- Application of ethical perspectives / concepts
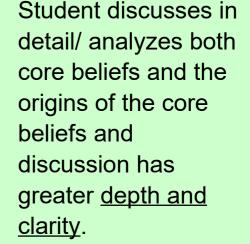- Evaluation of different ethical perspectives / concepts

Ethical Reasoning:
Ethical self-awareness

Student states either their core beliefs or articulates the origins of the core beliefs but <u>not both</u>.

Student states <u>both</u> core beliefs and the origins of the core beliefs.

Student <u>discusses</u> in detail/ analyzes both core beliefs and the origins of the core beliefs.

Student discusses in detail/ analyzes both core beliefs and the origins of the core beliefs and discussion has greater <u>depth and clarity</u>.

Ethical Reasoning: Understanding different ethical perspectives / concepts

Student <u>only</u> names the major theory she/ he uses.

Student can name the major theory she/ he uses, and is only able to present the <u>gist</u> of the named theory.

Student can name the major theory or theories she/ he uses, can present the gist of said theory or theories, and <u>attempts</u> to explain the details of the theory or theories used, but has some inaccuracies.

Student names the theory or theories, can present the gist of said theory or theories, and <u>accurately</u> explains the details of the theory or theories used.

Ethical Reasoning:
Ethical issue recognition

Student can recognize basic and <u>obvious</u> ethical issues but <u>fails</u> to grasp complexity or interrelationships.

➡️

Student can recognize basic and obvious ethical issues and grasp (<u>incompletely</u>) the complexities or interrelationships among the issues.

➡️

Student can recognize ethical issues when issues are presented in a complex, <u>multilayered</u> (gray) context <u>OR</u> can grasp cross-relationships among the issues.

➡️

Student can recognize ethical issues when presented in a complex, multilayered (gray) context <u>AND</u> can recognize <u>cross-relationships</u> among the issues.

Ethical Reasoning: Application of ethical perspectives / concepts

Student can apply ethical perspectives / concepts to an ethical question <u>with support</u> (using examples, in a class, in a group, or a fixed-choice setting) but is <u>unable</u> to apply ethical perspectives/ concepts independently (to a new example).

➡️

Student can apply ethical perspectives/ concepts to an ethical question, <u>independently</u> (to a new example) and the application is <u>inaccurate</u>.

➡️

Student can independently (to a new example) apply ethical perspectives/ concepts to an ethical question, <u>accurately</u>, but does <u>not</u> consider the specific implications of the application.

➡️

Student can independently apply ethical perspectives/ concepts to an ethical question, <u>accurately</u>, and is able to consider <u>full</u> implications of the application.

Ethical Reasoning: Evaluation of different ethical perspectives / concepts

States a position but <u>can't</u> state objections and assumptions and limitations of the different perspectives/ concepts.

States a position and <u>can</u> state objections, assumptions and implications of different ethical perspectives/ concepts but <u>doesn't</u> respond to them. Objections, assumptions, implications <u>don't</u> affect student's position.

States a position and <u>can</u> state objections, assumptions and implications, and <u>respond</u> to the objections, assumptions and implications of different ethical perspectives/ concepts, but the student's response is <u>inadequate</u>.

States a position and <u>can</u> state objections, assumptions and implications and can <u>reasonably</u> defend against objections, assumptions and implications of different ethical perspectives/ concepts. The student's defense is <u>adequate</u> and effective.