

## UCA CORE – Responsible Living Rubric A (Ethics)

This rubric is used to assess students' progress towards *Goal A* of the *Responsible Living* area of the UCA Core.

**Responsible Living:** the ability to address real-world problems and find ethical solutions for individuals and society.

**Goal A:** Apply ethical principles to solve problems.

This rubric assesses the following three specific skill or knowledge areas related to Goal A:

- **Ethical Awareness:** Awareness of the core beliefs that consciously or unconsciously influence one's own and others' ethical conduct and reasoning. Core beliefs can reflect one's environment, religion, culture, or training. A person may or may not choose to act on their core beliefs.
- **Ethical Issue Recognition:** Recognition of various ethical issues and their interconnections in complex contexts (i.e., the obvious and subtle connections between/among the sub-parts or situational conditions of a scenario that bring two or more ethical dilemmas/issues into the problem; e.g., relationship of production of corn as part of the climate change issue).
- **Ethical Application:** The application of different ethical theories (e.g., utilitarian, natural law, virtue) or ethical concepts (rights, justice, duty) to analyze the ethical issues of a problem.

How to use this rubric:

- Apply the rubric to at least one assignment. If different skill or knowledge areas are assessed by different assignments, then apply the respective rows of the rubric to those assignments that assess each specific skill or knowledge area. All skill or knowledge areas listed in this rubric must be assessed by the end of the course.
- For each specific skill or knowledge area, assign a score from 0 to 4 based on the student learning outcome that best matches the performance of the student on the assignment.
- Although the rubric may inform the grading scheme used for the assignment, it should not replace it. Scores of 4, 3, 2, and 1 do not necessarily correspond to A, B, C, and D. The rubric is used to track students' progress throughout the UCA Core, not just their performance in a single course. Thus, a score of 4 represents the expected mastery of that skill or knowledge area by the time a student graduates. That mastery may come earlier or later in a student's progression through the UCA Core, but generally speaking, scores of 1 and 2 are expected in lower-division courses, whereas scores of 3 and 4 are expected in upper-division and capstone courses.

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Specific Skill or Knowledge Area Related to the Goal	Student Learning Outcomes				0
	4	3	2	1	
<b>Ethical Awareness</b>	Analyzes core beliefs and their origins with depth and clarity.	Discusses core beliefs and their origins, but with minimal depth and/or clarity.	Describes basic core beliefs and/or their origins, but lacks depth or clarity.	Identifies only basic core beliefs.	Assign a zero for performance that does not meet a score of one (1).
<b>Ethical Issue Recognition</b>	Articulates BOTH the ethical issues in complex contexts AND their interconnections.	Discusses ethical issues in complex contexts, but does not fully describe their interconnections.	Describes basic ethical issues in their context, but poorly describes their interconnections.	Identifies some basic ethical issues, but does not identify their interconnections.	
<b>Ethical Application</b>	Applies ethical concepts accurately in formulating a position and defends the position by evaluating alternative courses of action.	Applies ethical concepts accurately in formulating a position, but does not fully defend the position by evaluating alternative courses of action.	Applies ethical concepts in formulating a position, but cannot identify alternative courses of action to defend the position.	States a position but does not adequately apply ethical concepts.	

Overall, has this student demonstrated appropriate knowledge and skills for this level in this discipline?  Yes  No

This student did not turn in an acceptable response to the assignment (e.g., failed to turn in a paper, plagiarized, etc.)

*Portions of this rubric were adapted from the Association of American Colleges and Universities (AACU) VALUE Rubrics.*