**Ethical Reasoning**

**Google Doc:** [**https://docs.google.com/document/d/1ckyItZorzuGom8IVK-QvIyz\_G6Xi6JvUHPSVnitCoG0/edit**](https://docs.google.com/document/d/1ckyItZorzuGom8IVK-QvIyz_G6Xi6JvUHPSVnitCoG0/edit)

**Short Definition:**

Ethical Reasoning is thinking critically about the nuances of right and wrong human conduct.

**Longer Definition**

Ethical Reasoning is thinking critically about the nuances of right and wrong human conduct. It requires students to assess circumstantial details, their own values, and the social context of problems as well as to recognize ethical issues in a variety of settings. Additionally, students have to think about how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Ethical self-awareness evolves as one practices decision-making skills and learns how to describe and analyze positions on ethical issues.

**Glossary**

• **Core Values**: 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 values can reflect one's environment, religion, culture or training. A person may or may not choose to act on their core values.

• **Ethical Perspectives**: The different theoretical means through which ethical issues are analyzed, such as ethical theories (e.g., utilitarian, natural law, virtue) or ethical concepts (e.g., rights, justice, duty).

• **Ethical Issue**: A scenario that presents one or more ethical dilemmas for student's identification (e.g. news article, case study)

• **Cross-relationships among the issues**: Obvious or subtle connections between/among the sub-parts or situational conditions of the issues present in a scenario (i.e. resolving one issue leads to another issue e.g. increased use of electric vehicles in developed countries requires mining & child labor of scarce minerals in underdeveloped countries)

**Resource used:**

Based on the AACU Ethical Reasoning Value Rubric

**Examples of Key Assessments/ Assignments / Projects**

* Write an essay on an ethical issue, based on the student’s interest (healthcare, environment, law enforcement, social welfare, etc.)
* Write an essay analyzing a case study or a current event in the news
* Write an essay examining an ethical dilemma in a movie or television show, such as *House*, which would present a medically-related ethical issue.
* Verbal debate among groups of students in class or in online discussion.
* Group project exploring an ethical issue.

**Assessment Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Dimensions** | **Zero (0)** | **Beginning (1)** | **Proficient (2)** | **Mastering (3)** |  |
| 1. Ethical Issue Recognition | Student does not identify an ethical dilemma | Student can identify an ethical dilemma, but no cross-relationships among different ethical values | Student can identify an ethical dilemma and recognize some cross-relationships among different ethical values | Student can identify an ethical dilemma and recognize all relevant cross-relationships among different ethical values |  |
| 2. Identifying different ethical perspectives and values | Student does not identify different ethical perspectives and values | Student can only identify one perspective, value, and/or action embedded in the ethical issue | Student can identify multiple perspectives, values, and/or actions embedded in the ethical issue | Student can identify all relevant perspectives, values, and/or actions embedded in the ethical issue |  |
| 3. Evaluation of different ethical perspectives and values | Student cannot articulate different ethical perspectives and values | Student can articulate the assumptions, objections and implications of the identified ethical perspectives, but the description is incomplete | Student can adequately articulate the assumptions, objections and implications of the identified ethical perspectives | Student can articulate the assumptions, objections and implications of the identified ethical perspectives including providing additional insight and details |  |
| 4. Application of ethical perspectives and values | Student cannot independently apply different ethical perspectives and values | Student can independently apply ethical perspectives and values to an ethical issue, but rationale is incomplete for their proposed application | Student can independently apply ethical perspectives and values to an ethical issue as well as rationale for their proposed application | Student can independently apply ethical perspectives and values to an ethical issue with thorough rationale, including full implications of the application |  |
| 5. Ethical self-awareness | Student cannot identify their own core perspectives and values | Student can identify, but not justify their own core perspectives and values | Student can identify and justify their own core perspectives and values | Student can identify, analyze, and justify their own core perspectives and values with greater depth and clarity |  |