

DIRECTIONS FOR INSTRUCTOR USE OF THE ETHICS ASSESSMENT RUBRIC

Attached you will find the ethics assessment rubric developed by the College of Business and Technology's Assessment Team. This rubric is intended for use in evaluating student knowledge and performance regarding an ethical dilemma/issue in the profession. Instructors are encouraged to share copies of the assessment rubric with students in advance of the students' participation in assignments so that they will understand what is expected of them on the assignment.

Instructors should familiarize themselves with the categories of student performance covered in the rubric before use of the rubric to evaluate student work. To use the rubric, instructors should place check marks in the boxes corresponding to their evaluation of the various dimensions (i.e., can locate profession's code of ethics, etc.) of student performance.

The rubric is set up with three levels of performance (i.e., does not meet expectations, meets expectations, exceeds expectations) that can be achieved by the student during the ethics exercise/assignment.

- Does not meet expectations:
 - 0 = The student does not demonstrate sufficient knowledge, skills or abilities with respect to this dimension and therefore, does not meet the instructor's expectations.
- Meets expectations:
 - 1 = The student demonstrates sufficient knowledge, skills or abilities with respect to this dimension, and thereby basically meets the instructor's expectations.
- Exceeds expectations:
 - 2= The student demonstrates greater knowledge, skills, or abilities than expected by the instructor, and thereby exceeds the instructor's expectations with respect to this dimension.

If a dimension contained in the rubric is not applicable for a given assignment, the instructor should simply leave that dimension blank.

ETHICS RUBRIC

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
PROFESSIONAL CODE(S) OF ETHICS			
Student can articulate the primary tenets of the profession's code of ethical conduct.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Student is familiar with code(s) of ethics and standard(s) of professional practice within the discipline.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Student can state the application of the code of ethics in the practice of the profession.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Student is familiar with the ETSU Honor Code.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
ANALYSIS			
Student is able to recognize an ethical dilemma or issue within his profession.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Student can identify stakeholders in an ethical dilemma/issue and can demonstrate awareness of differing perspectives of those stakeholders.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Student is able to recognize and analyze ethical dimensions/complexities of a dilemma.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Student is able to identify alternative courses of action/solutions regarding an ethical dilemma.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Student is able to evaluate both immediate and long-term risks/consequences of alternative courses of action.	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Student is able to identify the law(s) relevant to an ethical dilemma and understands what is necessary to comply with the law(s).	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Student can formulate practices or policies to try to prevent recurrence of dilemma or issue.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Student can demonstrate understanding of the need for checks and balances in the organization (e.g., internal controls, disclosure requirements).	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
COMMUNICATION			
Student is able to identify organizational mechanisms for reporting unethical activities/behavior.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Student can state his/her rights and options in regard to reporting unethical activities/behaviors.	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2
OVERALL ASSESSMENT			
Overall, the student:	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 2