# General Education Course Data Entry Worksheet

# *An aid for data submission by participating departments to the GEC*

**ETHICAL REASONING**

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| **Program Goal** | **Course Prefix and number** | **Course Name** | **Academic Semester** |
| **E: Ethical Reasoning** |  |  |  |
|  | **Is this an** **HONORS course?** | **Course section number(s)** | **Total number of students in the section(s) of the course** |
|  |  |  |  |
| **Types of course assessments:**Please tell us**the assessment methods** you utilized in this course in order for students to demonstrate their competencies for each Student Learning Objective (SLO). We are not asking you for data for all of these methods, we would just like to know what kinds of assessments you assigned to students in this iteration of the course. (Please check all that apply.)If an objective was not assessed, choose 'none'. |

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| --- | --- | --- | --- | --- | --- | --- |
|  | Exam or Quiz objective questions | Exam or Quiz essay questions | Project | Essay, Report, or Written Reflection | Other (describe below) | None (IF not assessed) |
| Conceptualization |[ ] [ ] [ ] [ ] [ ] [ ]
| Application |[ ] [ ] [ ] [ ] [ ] [ ]
| Comparison and Evaluation |[ ] [ ] [ ] [ ] [ ] [ ]

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| **For the data being reported here:**Please tell us**the assessment tool method** that was used to collect the data that you are reporting for each Student Learning Objective (SLO) for this course. If an objective was not assessed, choose 'none'. |

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|  | Exam or Quiz objective questions | Exam or Quiz essay questions | Project | Essay, Report, or Written Reflection | Other (describe below) | None (IF not assessed) |
| Conceptualization |[ ] [ ] [ ] [ ] [ ] [ ]
| Application |[ ] [ ] [ ] [ ] [ ] [ ]
| Comparison and Evaluation |[ ] [ ] [ ] [ ] [ ] [ ]

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| **Student Learning Objective** | Please give a **detailed description of the assessment method** for each **Student Learning Objective**. Please be specific.( e.g. Data were collected from student responses to an essay question as part of the final exam. OR, e.g. Data were collected from written selections that students submitted in response to the following prompt: \_\_\_\_\_\_) |
| **SLO1: Conceptualization***The student identifies and explains the ethical theory’s or approach’s essential moral principle or value and its relation to the theory as a whole.* |  |
| **SLO2**: **Application***The student applies the moral principle or value to an action, decision, or issue and generates the correct moral judgment within a certain framework and its implications.* |  |
| **SLO3: Comparison and Evaluation***The student identifies, compares, and evaluates similarities and differences between ethical theories or approaches, as well as the strengths and weaknesses of the ethical theories or approaches.* |  |
| **YOUR SUMMARY OF DATA COLLECTED** |
| **Student Learning Objective (SLOs)**  | **Levels of competency:****How many students demonstrated each level of competency on** **the assessment method used to collect data.**Levels of competency are not the same thing as the grade earned on the assignment. Please utilize the rubric on the following page to determine what constitutes “**unsatisfactory**,” “**emerging**,” “**developing**,” “**proficient**,” and “**mastery**” levels of student competency. | Please **describe the Use of Results for each Student Learning Objective.** Please be specific. Several sentences are appropriate to give us a detailed look at **how** you plan to use this data to improve student learning in future iterations of the course. ***Please be prepared to submit one student artifact for each level of competency (unsatisfactory, emerging, developing, proficient, mastery) for each of the three SLOs.*** |
| **Unsatisfactory** | **Emerging** | **Developing** | **Proficient** | **Mastery** | **None \*\*** |  |
| **SLO 1: *Conceptualization*** |  |  |  |   |  |   |  |
| **SLO 2:** ***Application***  |  |  |  |  |  |  |  |
| **SLO 3:** ***Comparison and Evaluation*** |  |  |  |  |  |  |  |

\*\* students who were registered for the course but, for some reason, did not complete the assessment you are reporting data for, should be included in the “none” column. (*e.g., 4 students did not answer that question on the essay exam, so 4 will go in that column*)

**ETHICAL REASONING CURRICULUM**

**RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES**

# Program goal: Guide and prompt students to identify ethical theories or approaches and

# apply appropriate ethical reasoning to reach conclusions and support

# moral judgments.

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| --- | --- |
| **Learning objectives** *Desired outcomes* | **Levels of competency** |
| **Unsatisfactory** | **Emerging** | **Developing** | **Proficient** | **Mastery** |
| **Conceptualization***The student identifies and explains the ethical theory’s or approach’s essential moral principle or value and its relation to the theory as a whole.* | Fails to identify the theory’s or approach’s essential moral principle or value. | Identifies the theory’s or approach’s essential moralprinciple or value, but cannot explain it or relate it to the theory or approach as a whole. | Identifies the theory’s or approach’s essential moralprinciple or value, but explains it incompletely and does not relate it to the theory or approach as a whole. | Identifies and explains the theory’s or approach’s essential moralprinciple or value, but does not relate it to the theory or approach as a whole. | Identifies and explains the theory’s or approach’s essential moralprinciple or value, and relates it correctly to the theory or approach as a whole. |
| **Application***The student applies the moral principle or value to an action, decision, or issue and generates the correct moral judgment within a certain framework and its implications.* | Fails to apply the moral principle or value to an action, decision, or issue. | Applies the moral principle or value to an action, decision, or issue in an incomplete way and cannot generate the correct moral judgment within a certain framework or explain its implications. | Applies the moral principle or value to an action, decision, or issue and generates the correct moral judgment within a certain framework but cannot explain the implications. | Applies the moral principle or value to an action, decision, or issue and generates the correct moral judgment within a certain framework, but explains the implications incompletely. | Applies the moral principle or value to an action, decision, or issue, and generates the correct moral judgment within a certain framework, as well as explains the implications completely. |
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| **Comparison & Evaluation***The student identifies, compares, and evaluates similarities and differences between ethical theories or approaches, as well as the strengths and weaknesses of the ethical theories or approaches.* | Fails to identify similarities and differences between the theories or approaches and fails to identify the strengths and weaknesses of the ethical theories or approaches. | Identifies either similarities or differences between the ethical theories or approaches or the strengths and weaknesses of the ethical theories or approaches. | Identifies both similarities and differences between the ethical theories or approaches and the strengths and weaknesses of the ethical theories or approaches. | Compares similarities and differences between the ethical theories or approaches and the strengths and weaknesses of the ethical theories or approaches. | Compares similarities and differences between the ethical theories or approaches and the strengths and weaknesses of the ethical theories or approaches and evaluates the ethical theories or approaches based upon their strengths and weaknesses. |

A **program goal** is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment.

A **student learning objective** is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired outcome.

A **student learning outcome** is the result of a learning process; in other words, it is an actual outcome. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, emerging, developing, proficient, and mastery).

A **competency** is the ability to do something successfully.