**Ethics and Integrity Rubric**

The Ethics and Integrity rubric articulates what Syracuse University students should know and be able to demonstrate by the time they graduate through four learning outcomes and specific indicators. This rubric is intended for institutional-level use in assessing and reflecting on undergraduate student learning.  Faculty teaching courses tagged with Ethics and Integrity may refer to the learning outcomes when developing course learning objectives, signature assignments, and experiences for students. This rubric will continue to evolve as Syracuse University collects feedback from faculty who utilize it to reflect on student learning.

**Ethics and Integrity Framing Language**

Reflection on the dynamic relationships among one’s values, sense of self, and social contexts. Thoughtful engagement on settings and experiences that present ethical problems, varying perspectives, and how one evolves as they analyze positions and ethical issues. Application of ethical decision-making in the context of personal, academic, professional, and collaborative pursuits.

**Preamble & Guidance**

This rubric is meant to provide faculty and students with specific learning outcomes for Ethics & Integrity. The rubric addresses values and frameworks that are applicable across multiple disciplines and professional areas using language that respects different fields of knowledge and practice. This rubric was designed according to the belief that ethics and integrity are in all disciplines and can inform personal and social endeavors that occur across campus and in the community.

The Ethics and Integrity rubric is scaffolded in a manner where students develop within an intrapersonal to interpersonal learning progression. Learning outcome 1 focuses on students’ self-awareness and reflection on their sense of self. Outcome 2 focuses on exploring and evaluating ethical frameworks. Outcome 3 focuses on evaluating cases to determine impact. Students are encouraged to learn the foundational theories that have been developed around these values, as well as how to put them into practice. A key concept to note is that ethical frameworks refer to structured sets of principles and values that help guide deliberative and moral decision-making. They inform various actions, choices, ethical dilemmas, and typically suggest what is right or wrong in a given situation. Some common ethical frameworks may include Consequentialism, Deontology, Virtue Ethics, Rights-based Ethics, Utilitarianism, Ethical Relativism, as well as the ethical frameworks that have been developed for specific academic disciplines, institutions, and professions.

| **Learning Outcomes** | **Indicators** | **Where in the course or learning experience do students demonstrate the indicator?** |
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| 1. Examine one’s own code of ethics and how their values, histories, and communities inform actions.   | 1.1 Explains how one’s own values and histories can inform individual priorities and actions. |  |
| 1.2 Analyzes one’s own role in communities/structures in which they are/are not a part. |  |
| 1.3 Illustrates situations when one’s own values, histories, and communities have influenced one’s actions. |  |
| 1.4 Critically reflect on one's own code of ethics. |  |
| 2. Evaluate ethical frameworks that promote integrity in action. | 2.1 Analyzes widely recognized ethical frameworks, including disciplinary-specific frameworks. |  |
| 2.2 Applies widely recognized ethical frameworks to analyze actions occurring in a real-world/disciplinary-specific situation. |  |
| 2.3 Evaluate possible actions in the context of one's personal code of ethics and other ethical frameworks. |  |
| 3. Critically analyze ethical cases, issues, or dilemmas and their broader societal and/or institutional impact. | 3.1 Analyzes historical and/or modern ethical cases, issues, or dilemmas.  |  |
| 3.2 Assesses the societal and/or institutional impact of ethical cases, issues, or dilemmas. |  |
| 3.3 Determines strategies appropriate to one’s own field of study/profession for fostering ethics and integrity across time and contexts.  |  |