

## 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	Exemplary	Developing	Emergent	Not Evident
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.	Explains connections between one's own values, histories, individual priorities, and actions.	Explains some aspects of one's own values, histories, individual priorities and actions.	Identifies some aspects of one's own values and histories without linking to social responsibility, individual priorities, and actions.	Does not explain 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.	Contrasts and compares one's own roles in their own communities/structures and explains how they differ from communities/structures that are not their own.	Contrasts and compares one's own roles in their own communities/structures, but without explanation for how they might differ from communities/structures that are not their own.	Identifies one's own roles in their own communities/structures.	Does not analyze one's own role in communities/structures of which they are/are not a part.
	1.3 Illustrates situations when one's own values, histories, and communities have influenced one's actions.	Illustrates, with relevant examples, situations when one's own values, histories, and communities have influenced one's own actions.	Illustrates partially, with relevant examples, situations when one's own values, histories, and communities have influenced one's own actions.	Lists situations when one's own values, histories, and communities have influenced one's own actions, but without examples.	Does not illustrate situations when one's own values, histories, and communities have influenced one's own actions.
	1.4 Critically reflect on one's own code of ethics.	Formulates, or revises, one's own personal code of ethics in an educated and informed manner, taking into account strengths and weaknesses of existing ethical frameworks.	Formulates, or revises, one's own code of ethics and can begin to justify it within the context of existing ethical frameworks.	Identifies connections between one's own personal values and existing ethical frameworks, without making revisions to the former.	Does not craft or improve upon one's own code of ethics.

Learning Outcomes	Indicators	Exemplary	Developing	Emergent	Not Evident
2. Evaluate ethical frameworks that promote integrity in action.	2.1 Analyzes widely recognized ethical frameworks, including disciplinary-specific frameworks.	Analyzes details of different ethical frameworks, and accurately compares and contrasts frameworks, including their own personal framework.	Explains a widely recognized ethical framework in relationship to their own personal ethical framework.	Names major widely recognized ethical frameworks; describes their own personal ethical framework.	Does not analyze 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.	Explains strengths and limitations of the framework, justifies the choice of framework, and provides plausible reasons for the actions taken.	Describes strengths and limitations of the framework, attempts to justify the choice of framework and provides plausible reasons for actions taken.	Explains how major ethical frameworks could be applied to real-world situations, but does not describe strengths and limitations, make a choice of framework, or address actions taken.	Does not apply 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.	Determines an appropriate ethical framework for a given situation and questions whether one's own personal code of ethics is compatible to suggested actions.	Identifies actions consistent with own personal code of ethics and provides reasons for the strengths and limitations of those actions.	Identifies limited actions in connection to one's personal code of ethics and ethical framework.	Does not evaluate possible actions in the context of one's personal code of ethics and other ethical frameworks.

Learning Outcomes	Indicators	Exemplary	Developing	Emergent	Not Evident
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.	Compares and contrasts multiple historical and/or modern ethical cases, issues, or dilemmas.	Explains a singular historical and/or modern ethical case, issue, or dilemma.	Provides examples of historical and/or modern ethical cases, issues, or dilemmas.	Does not analyze historical and/or modern ethical cases, issues, or dilemmas.
	3.2 Assesses the societal and/or institutional impact of ethical cases, issues, or dilemmas.	Assesses multiple ethical cases, issues, or dilemmas and draw connections between actions and societal and/or institutional impact.	Describes an ethical case, issue, or dilemma in detail and provides elements of impact and/or implications with limitations.	Describes an ethical case, issue, or dilemma but the assessment of impact lacks contextual grounding.	Does not assess 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.	Synthesizes multiple strategies appropriate to one's own field of study/profession that foster ethics and integrity across time and contexts.	Explains strategies appropriate to one's own field of study/profession that foster ethics and integrity across time and contexts.	Identifies strategies that foster ethics and integrity, but does not connect strategies to one's own field of study/profession and/or time and contexts.	Does not determine strategies appropriate to one's own field of study/profession for fostering ethics and integrity across time and contexts.