

## Outcome #1: Identify, explain, and evaluate beliefs, values, and actions in relation to professional and societal standards of ethics

	Exemplary	Competent	Emerging	Undeveloped
<p><b>Ethical self-awareness:</b> Students identify and discuss their own core values and beliefs and how these relate to their daily decisions and actions</p>	Can discuss in detail their own core values and beliefs, and describe the origin of their beliefs; can consistently identify impact of beliefs and values on daily decisions and actions, is accountable	Can discuss their own values and beliefs, can identify impact of beliefs on most decisions and actions, is generally accountable for choices	Is aware of own values but less able to articulate them for others, may not recognize links between values and decisions or actions, is less accountable for choices	Display little awareness of their own belief system and rarely examine their own values, rarely consider impact of values on daily actions, does not take responsibility for choices
<p><b>Ethical issue recognition:</b> Students pinpoint ethical dimensions of situations in a variety of contexts, and follow “rules” of moral behavior</p>	Can immediately recognize ethical issues even in complex and multilayered situations; always follows established norms and “rules” in addressing such situations	Can recognize ethical issues; may not examine complex situations deeply; generally follows “rules” and norms of the discipline	May recognize basic or obvious ethical issues; actions may deviate somewhat from “rules” or standards for the discipline	May ignore ethical issues and/or disregard “rules” of conduct for the discipline or society; may blindly follow others without evaluating issues
<p><b>Application of ethical perspectives and concepts:</b> Students explain and use theories, canons and/or codes of ethical behavior as articulated for their discipline and by society</p>	Can independently apply relevant professional codes or canons, indicate underlying theory and justification for elements of codes, and make correct links to moral implications of their application; recognizes impacts on others	Can independently apply professional standards, is less aware of underlying theory, or is less able to establish correct links to implications of their application; may recognize impacts on others	Can apply ethical perspectives but has difficulty making transfer to new situations, does not make connections to underlying theory and/or implications of application, rarely recognizes impacts on others	Is unable or unwilling to apply ethical perspectives or concepts to any situation, is unaware of connections to ethical theories and principles, does not consider implications or impacts on others
<p><b>Evaluation of different ethical perspectives:</b> Students can state different positions, describe assumptions identify implications and reflect on different ethical perspectives</p>	Confidently states positions and possible objections to them, identifies assumptions, and effectively defends chosen positions based on relevant ethical perspectives and considerations	Can state positions and objections, and identify assumptions, can defend certain positions but is less effective in doing so, incorporates relevant ethical perspectives	Not confident in describing positions and/or objections, less able to defend positions, may incorporate some ethical perspectives	Is unable or unwilling to state positions and objections, does not attempt to defend positions, does not identify ethical perspectives

Prepared by members of the Natural Resource Ecology and Management Outcomes Assessment Committee, February 2017