

**Huizenga College of Business & Entrepreneurship**  
**Bachelor of Science in Business Administration (B.S.B.A.)**  
**Rubric for Ethical Reasoning**

**Definition**

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	<b>Exceeds Expectations</b> 5-6	<b>Meets Expectations</b> 3-4	<b>Basic/Below Expectations</b> 1-2
<b>Ethical Issue Recognition</b>	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
<b>Understanding Different Ethical Perspectives/Concepts/Theory/Perspective</b>	Student can name the major theory or perspective she/he uses, can present the gist of said theory, concept or perspective and attempts to explain the details of the theory concept or perspective used.	Student can name the major theory, concept or perspective she/he uses, and is only able to present the gist of the named theory, concept or perspective.	Student only names the major theory, concept or perspective she/he uses.
<b>Considers Stakeholders</b>	Student can determine stakeholders who may be affected by issue and attempts to explain the viewpoints of each stakeholder group.	Student can determine stakeholders who may be affected by issue and can identify some issues for each stakeholder group.	Student can identify some stakeholders but does not fully understand the full scope of stakeholders affected by the issue.
<b>Evaluation of Different Ethical Perspectives/Concepts and Future Implications</b>	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.