

ETHICS GGU Applied Learning Rubric 1

DQP Applied Learning Outcome 1: Describes in writing at least one case in which knowledge and skills acquired in academic settings may be applied to a field-based challenge, and evaluates the learning gained from the application using evidence and examples. NOTE: Application of the Rubric to a particular assignment requires identification of: 1) Characteristics of possible case/challenge. 2) Identification of knowledge and skills acquired in academic setting to be applied.

	4	3	2	1
Describes and identifies case/challenge	1) Accurately and clearly identifies and describes key aspects of the case/challenge relevant to application of academic learning 2) Demonstrates sensitivity to aspects of case/challenge that present special difficulties without misrepresenting facts.	1) For the most part key aspects of the case/challenge are accurately identified and described, but a couple of key facts not clearly treated (or maybe somewhat misrepresented) and some aspects of the case/challenge are neglected. 2) Demonstrates some sensitivity to aspects of case/challenge that present special difficulties.	1) Identifies and describes a few relevant aspects of the case/challenge but either misses some key points or misrepresents some of the facts or both. 2) Demonstrates no sensitivity to aspects of case/challenge that present special difficulties and/or makes a few implausible interpretations.	1) Does not identify or articulate any key aspects of the case/challenge—maybe one or two somewhat relevant points. Facts are represented vaguely and/or illogically or are misrepresented.
Applies academic knowledge and skills.	1) Accurately applies academic knowledge in addressing the field-based challenged (knowledge of academic learning is demonstrated and application is relevant) 2) Demonstrates skills acquired in academic learning without error.	1) Academic knowledge is accurately applied, but with some minor errors. 2) Demonstrates skills acquired in academic learning with a few minor errors.	1) Some major errors are made in the application of academic knowledge, but overall some general knowledge of the learning and how it applies is demonstrated 2) Some major errors are made in the exercise of academic skills but overall some general grasp of how to treat the case/challenge is demonstrated.	1) Knowledge is for the most part misrepresented or misapplied—only a few accuracies or relevant points. 2) Skills are either not demonstrated or exercised in treatment of point that are for the most part irrelevant.
Evaluates learning gained	1) Cites compelling examples and evidence directly relevant to key insight in evaluation. 2) Articulates key insights in evaluating the application of academic knowledge and skills.	1) Cites examples and evidence that are relevant but not compelling to insights 2) Articulates insights in evaluation that are important but in some ways tangential to the case/challenge.	1) Cite examples and provides evidence, but the examples/evidence are not clearly related to the evaluation of learning 2) Attempts to evaluate learning gained but only succeeds in expressing a few simple points.	1) Does not cite an example or cites only one example that is not relevant to the evaluation of learning 2) No significant attempt to evaluate learning gained.

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ETHICS APPLIED LEARNING ASSIGNMENT: 1) The characteristics of the case are all elements of context that are relevant to evaluation of the moral problem, including facts, evidence, personal and/or professional relationships, persons, organizational considerations, legal or economic considerations, or other aspects of the case pertinent to evaluation of the problem. The knowledge and skills to be applied are: 1) ability to identify and frame moral problems. 2) ability to describe personal moral values, their presuppositions and origins 3) abilities to apply moral theory and concepts 4) general analytical and critical thinking skills.