Program Assessment Plan

Program: Bachelor of Arts in Criminology and Criminal Justice (BACCJ)

Department: School of Social Work

College/School: College for Public Health and Social Justice

Date: June 27, 2018 REVISED; November 8, 2017 REVISED (original submission: October 18, 2017)

Primary Assessment Contact: Noelle Fearn, PhD, CCJ Programs Director

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Program Learning Outcomes	Assessment Mapping	Assessment Methods	Use of Assessment Data
	What do the program faculty expect all students to know, or be able to do, as a result of completing this program? *Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).*	From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable.	What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed? *Note: the majority should provide direct, rather than indirect, evidence of achievement.* Please note if a rubric is used and, if so, include it as an appendix to this plan.	How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work? How and when will the program evaluate the impact of assessment-informed changes *made in previous years*?
1a	Students will effectively communicate (verbal/oral) criminology/criminal justice (CCJ) content.	Learning outcome will be assessed for seniors in required *CCJ 4960: CCJ Capstone*	Capstone project using Oral Communication Rubric (**direct measure**) Senior exit survey (**indirect measure**)	Assessment artifacts, rubrics, and examined data will be shared with all CCJ faculty and discussed each fall (early in the semester). Decisions, if appropriate, may be made then to improve/revise program learning outcomes (those assessed in a given year), the CCJ program, and/or our assessment plan. Data will also be shared with the School/College and will be used to acknowledge successes of our program.
1b	Students will effectively communicate (written) CCJ content.	Learning outcomes will be assessed for seniors in required *CCJ 4960: CCJ*	Capstone project using Written Communication Rubric (**direct**	Assessment artifacts, rubrics, and examined data will be shared with all

		Capstone	**measure**) Senior exit survey (**indirect measure**)	CCJ faculty and discussed each fall (early in the semester). Decisions, if appropriate, may be made then to improve/revise program learning outcomes (those assessed in a given year), the CCJ program, and/or our assessment plan. Data will also be shared with the School/College and will be used to acknowledge successes of our program.
2a	Students will apply CCJ theory.	Learning outcome will be assessed for students in *CCJ 2150: Criminology: The Nature of Crime*; it will be assessed also for seniors in required *CCJ 4960: CCJ Capstone*	Capstone project (CCJ 4960) and major writing assignment (CCJ 2150) using Theoretical Application Rubric (direct measure) Senior exit survey (**indirect measure**)	Assessment artifacts, rubrics, and examined data will be shared with all CCJ faculty and discussed each fall (early in the semester). Decisions, if appropriate, may be made then to improve/revise program learning outcomes (those assessed in a given year), the CCJ program, and/or our assessment plan. Data will also be shared with the School/College and will be used to acknowledge successes of our program.
2b	Students will conduct CCJ research.	Learning outcome will be assessed for seniors in required CCJ 4960: CCJ Capstone	Capstone project (CCJ 4960) using CCJ Research Rubric (**direct measure**) Senior exit survey (**indirect measure**)	Assessment artifacts, rubrics, and examined data will be shared with all CCJ faculty and discussed each fall (early in the semester). Decisions, if appropriate, may be made then to improve/revise program learning outcomes (those assessed in a given year), the CCJ program, and/or our assessment plan. Data will also be shared with the School/College and will be used to acknowledge successes of our program.
3	Students will identify multicultural CCJ competence.	Learning outcome will be assessed for students in required *CCJ 2050: Multiculturalism for the CJ Professional*	CCJ 2050 project using Multicultural Competence Value Rubric (**direct measure**) Senior exit survey (**indirect measure**)	Assessment artifacts, rubrics, and examined data will be shared with all CCJ faculty and discussed each fall (early in the semester). Decisions, if appropriate, may be made then to improve/revise program learning outcomes (those assessed in a given

			year), the CCJ program, and/or our assessment plan. Data will also be shared with the School/College and will be used to acknowledge successes of our program.
4	Students will apply CCJ theories and/or practices/policies of social, human, and criminal justice.	Learning outcome will be assessed for students/seniors in required CCJ courses with a theoretical/practice/policy paper/assignment (e.g., *CCJ 2150: Criminology: The Nature of Crime*, *CCJ 3200: Ethics in Criminal Justice*; *CCJ 4960: CCJ Capstone*)	CCJ 2050 project/paper, CCJ 3200 project/paper, and/or CCJ 4960 Capstone project using Civil and Social Justice Engagement Rubric (**direct measure**) Senior exit survey (**indirect measure**)	Assessment artifacts, rubrics, and examined data will be shared with all CCJ faculty and discussed each fall (early in the semester). Decisions, if appropriate, may be made then to improve/revise program learning outcomes (those assessed in a given year), the CCJ program, and/or our assessment plan. Data will also be shared with the School/College and will be used to acknowledge successes of our program.
5	Students will assess the ethical implications of CCJ and practice ethical principles.	Learning outcome will be assessed for students in required *CCJ 3200: Ethics in Criminal Justice*	CCJ 3200 paper/project/exam using embedded exam questions and/or Ethics Rubric (**direct measure**) Senior exit survey (**indirect measure**)	Assessment artifacts, rubrics, and examined data will be shared with all CCJ faculty and discussed each fall (early in the semester). Decisions, if appropriate, may be made then to improve/revise program learning outcomes (those assessed in a given year), the CCJ program, and/or our assessment plan. Data will also be shared with the School/College and will be used to acknowledge successes of our program.

Additional Questions

1. On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? *(It is <u>not recommended</u> to try to assess every outcome every year.)*

CCJ learning outcomes will be discussed and reviewed each year by all CCJ faculty (and others) to identify necessary updates or revisions. We will use data from our assessment rubrics to thoroughly review 1-2 learning outcomes each academic year (beginning with learning outcomes 2a and 2b this 2017/2018 academic year). We will likely conduct a more detailed review of all BACCJ program learning outcomes during our university-required program review cycle (approximately every 5-7 years).

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

All CCJ faculty participated in development of our CCJ program's learning outcomes and were invited to participate in the development of our assessment plan. Mostly, the CCJ Program Director found and shared research on assessment, best practices, and content/minutes of meetings with our university assessment person. All CCJ faculty received, reviewed, and discussed initial feedback from university assessment person and agreed the program director would revise/respond to comments/concerns. All CCJ faculty will review, comment, and provide feedback on drafted rubrics to assess our learning outcomes.

3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

Each year CCJ faculty will discuss and review the prior year's data/results and use that to inform the assessment process and plan for the next year. It's anticipated that data will be collected in the spring semester and then be presented/discussed at the beginning of the next fall semester – giving us time to revise, if necessary, our data collection plan for the next spring.

IMPORTANT: Please remember to submit any assessment rubrics (as noted above) along with this report.

CCJ Program: Learning Outcomes Assessment Rubrics

Oral Communication Rubric

	Capstone (4)	Milestones (3)	(2)	Benchmark (1)
Context/Audience/Medium	Speaker skillfully adapts style and message to the context (e.g., public speaking, interpersonal, small group and teams) and consistently demonstrates respect and sensitivity for diverse audiences.	Speaker adapts to the context (e.g., public speaking, interpersonal, small group and teams) and demonstrates respect and sensitivity for diverse audiences.	Speaker attempts to adapt to the context (e.g., public speaking, interpersonal, small group and teams) and inconsistently demonstrates respect and sensitivity for diverse audiences.	Speaker fails to adapt to the context (e.g., public speaking, interpersonal, small group and teams); and demonstrates some cultural bias and is insensitive to the needs of a diverse audience.
Organization	Organizational pattern is clearly and consistently observable, well-structured, and makes the content of the message cohesive.	Organizational pattern is observable within the message.	Organizational pattern is attempted within the message.	Organizational pattern is not observable within in the message.
Delivery	Speaker consistently demonstrates mastery of delivery techniques and appears polished and confident.	Speaker demonstrates mastery of delivery techniques and appears comfortable.	Speaker demonstrates some mastery of delivery techniques and appears hesitant	Speaker fails to demonstrate mastery of delivery techniques and appears uncomfortable.
Language	Language choices are imaginative, memorable, compelling, and appropriate and enhance the effectiveness of the message.	Language choices are thoughtful, appropriate, and generally support the effectiveness of the message.	Language choices are mundane and commonplace and only partially support the effectiveness of the message.	Language choices are unclear, inappropriate to the audience and minimally support the effectiveness of the message.
Supporting Materials	Provides a variety of supporting material and makes appropriate reference to information or analysis that significantly supports the message or establishes the speaker's credibility/authority on the topic.	Provides supporting material and makes appropriate reference to information or analysis that generally supports the message or establishes the speaker's credibility/authority on the topic.	Occasionally provides supporting materials and makes reference to information or analysis that supports the message or establishes the speaker's credibility/authority on the topic.	Fails to provide supporting materials or make reference to information that supports the message or establishes the speaker's credibility/authority on the topic.
Central Message	Central message is compelling and strongly supported.	Central message is clear and consistent with the supporting material.	Central message is understandable but is not often repeated or memorable.	Central message is not explicitly stated or understandable.

Written Communication Rubric

	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
Context and Purpose for Writing Includes consideration of audience, purpose, and circumstances surrounding the writing task(s)	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work.	Demonstrates reasonable consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with the audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions	Demonstrates some attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding of content and context	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions	Demonstrates detailed attention to and successful execution of a wide range of conventions related to a specific discipline and/or writing task(s), including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions related to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are applicable to the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Source Citation	Demonstrates expertise of appropriate style guide (e.g. APA, MLA, AP) with proper in-text source citation and reference page.	Demonstrates some expertise in appropriate style guide with proper citations and references.	Demonstrates an attempt to use an appropriate style guide with some citations in the correct form.	Missing or ineffective use of any style guide and incorrect citation form.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language used has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some minor errors.	Uses language that sometimes impedes meaning because of errors in usage or form.

Theoretical Application Rubric

	Capstone (4)	Milestones (3)	(2)	Benchmark (1)
Theoretical Comprehension	Gives an in-depth summarization of the theory that situates it in relation to relevant theories and research in the field.	Gives a summarization of the theory with some understanding of how it relates to other theories and research in the field.	Summarizes the theory with little or no acknowledgement of other theories or research in the field.	Summarizes theory in terms of basic structure and argument.
Locating Examples	Chooses appropriate, relevant, and generative example that can yield new knowledge or contribute to the field of study.	Chooses appropriate and relevant examples that relate to the field of study in a specific manner.	Chooses appropriate examples that are obvious and general.	Chooses irrelevant or inappropriate examples.
Locating and Explaining Relationships between Theory and Example	Locates and explains relationship(s) between theory and example in ways that generates new knowledge or contributes to the field of study.	Locates and explains relationship(s) between theory and example. Draws out some additional analysis or ideas.	Locates relationship(s) between theory and example with an attempt to explain the relationship(s).	Locates relationship(s) between theory and examples but does not explain the relationship(s).
Draw Conclusions	Recognizes and clearly articulates implications of the theory in terms of possibilities for expanding or enriching the field of study.	Recognizes implications of the theory in a way that articulates possibilities for differing contexts and applications of the theory.	Attempts to articulate possibilities for applying the theory to multiple contexts or questions.	Summarizes theory in terms of basic usefulness.
Interdisciplinary Integration	Integrates theories, knowledge, and experiences across disciplines within the field of criminology and criminal justice rigorously and imaginatively.	Integrates theories, knowledge, and experiences across disciplines within the field of criminology and criminal justice rigorously.	Integrates theories, knowledge, and experiences across disciplines within the field of criminology and criminal justice moderately.	Cannot integrate theories, knowledge, or experiences from across disciplines within the field of criminology and criminal justice.

CCJ Research Rubric

	Capstone (4)	Milestones (3)	(2)	Benchmark (1)
Topic Selection	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that, while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
Existing Knowledge, Research, and/or Views	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.
Design Process	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant sub disciplines.	Critical elements of the methodology or theoretical framework are appropriately developed; however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.
Conclusions	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupportable conclusion from inquiry findings.
Limitations and Implications	Insightfully discusses in detail relevant and supported limitations and implications.	Discusses relevant and supported limitations and implications.	Presents relevant and supported limitations and implications.	Presents limitations and implications, but they are possibly irrelevant and unsupported.
Ethical Considerations	Provides a comprehensive explanation of the basis for ethical behavior/decision by showing evidence of gathering pertinent facts and information that support the behavior/decision, including matters related to human subjects.	Can provide a logical explanation of the basis for the ethical behavior/decision by showing some evidence of gathering pertinent facts and information that support the behavior/decision, including matters related to human subjects.	Can provide a general explanation of the basis for the ethical behavior/decision, but is unsure of what evidence must be gathered to help resolve the ethical issues.	Provides a superficial explanation of the basis for ethical behavior/decision.

Multiculturalism Competence Rubric

	Capstone (4)	Milestones (3)	Milestones (2)	Benchmark (1)
Knowledge *Cultural self-awareness*	Articulates insights into own cultural rules and biases within systems of power (e.g., seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.).	Recognizes new perspectives about one's own cultural rules and biases (e.g., not looking for sameness; comfortable with the complexities that new perspectives offer.).	Identifies own cultural rules and biases (e.g., with a strong preference for those rules shared with one's own cultural group and seeks the same in others), but not within systems of power.	Shows minimal awareness of one's own cultural rules and biases (even those shared with own cultural group(s)) (e.g., uncomfortable with identifying possible cultural differences with others.).
Knowledge *Cultural diversity*	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures, to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
Skills *Empathy & perspective taking*	Evaluates and applies diverse perspective to complex subjects. Demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group in the face of multiple and even conflicting positions.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions. Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within varying systems of power.	Identifies and explains multiple cultural perspectives but responds in all situations with one's own worldview.	Views the experience of others but does so through own cultural worldview.
Skills *Verbal and nonverbal communications*	Articulates a complex understanding of cultural differences in verbal and nonverbal communication and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Skills *Applies knowledge to contemporary global communication*	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts, using multiple disciplinary perspectives.	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives.	Defines global challenges in basic ways, including a limited number of perspectives and solutions.

	interdisciplinary perspectives independently or with others.			
Attitudes *Curiosity*	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes *Openness*	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.
Attitudes *Personal & Social Responsibility*	Takes informed and responsible action to address ethical, social, and environmental challenges in global and local systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibilities.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.

Civil and Social Justice Engagement Rubric

	Capstone (4)	Milestones (3)	(2)	Benchmark (1)
Knowledge of Social Justice Theories and Practices	Demonstrates sophisticated understanding of complex social justice frameworks and their connections to past and present social movement. Articulates knowledge of exigency and practical application.	Demonstrates understanding of complex social justice frameworks and their connections to past and present social movement. Demonstrates knowledge of exigency and practical application.	Demonstrates understanding of simple social justice frameworks and their connections to past and present social movement, but isn't able to fully demonstrate exigency or practical applications.	Beginning to identify simple social justice frameworks and their connections to past and present social movement, but does not acknowledge exigency or practical applications.
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, social justice, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, social justice, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to tone's own participation in civic life, social justice, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/discipline relevant to civic engagement and to one's own participation in civic life, social justice, politics, and government.
Civil Identity and Commitment to Social Justice	Provides evidence of experience in civic engagement and social justice activities. Describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic engagement and social justice activities. Describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic engagement and social justice activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic-engagement and social justice activities and does not connect experiences to civic identity.
Civil Communication	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
Civil Action, Social Justice, and Reflection	Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement and social justice activities, accompanied by reflective insights or analysis about aims and accomplishments of one's actions.	Demonstrates independent experience and team leadership of civic action and social justice, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly participated in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has experimented with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.

Civil Contexts/Structures	Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.	Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim.	Demonstrates experience identifying intentional ways to participate in civic contexts and structures.	Experiments with civic contexts and structures, tries out a few to see what fits.
Social Structure Awareness	Fluently identifies multiple societal structures (e.g. cultural, organizational, relational, and technological) and explains their effect on social life in a rigorous and insightful manner.	Identifies some social structures (e.g. cultural, organizational, relational, and technological) and explains their effect on social life rigorously.	Identifies some societal structures (e.g. cultural, organizational, relational, and technological) with difficulty and explains their effect on social life in a basic or general way.	Cannot identify social structures (e.g. cultural, organizational, relational, and technological) nor explain their effect on social life.

Ethics Rubric

	Capstone (4)	Milestones (3)	(2)	Benchmark (1)	N/A*
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs. Discussion has great depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs, but not both.	Student cannot state core beliefs or the origins of the core beliefs.	
Disciplinary Ethical Awareness	Demonstrates substantial knowledge & understanding of ethical behavior and social responsibility, as demanded in CCJ.	Demonstrates knowledge of ethical behavior & social responsibility, as demanded in CCJ.	Demonstrates partial understanding & comprehension of ethical rules & their dimensions, as demanded in CCJ.	Does not demonstrate any understanding of the rules of ethical behavior, as demanded in CCJ.	
Recognition of Ethical Perspectives, Concepts, or Theories	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories they use, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student names only the major theory she/he uses.	Student can name the major theory she/he uses and is only able to present the gist of the named theory.	
Application of Ethical Perspective/Concepts	Student can recognize ethical issues when presented in a complex, multilayered (gray) context, recognize cross-relationships among the issues, AND apply ethical perspectives/concepts fully.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues, AND apply ethical perspective/concepts.	Student can recognize basic and obvious ethical issues, grasp (incompletely) the complexities or interrelationships among the issues, and apply basic ethical perspective/concepts.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships and is unable to apply ethical perspectives/concepts independently (to a new example).	

* Acknowledges that not every course assessed teaches all areas of the ethics rubric; assessors can determine appropriate line items per assignment.