Carolina Core Learning Outcomes
Rubric

VALUES, ETHICS AND SOCIAL RESPONSIBILITY (VESR)

	Learning Outcome	Characteristics of Foundational Level of Mastery	Characteristics of Integrative Level of Mastery
1	Identify the source and function of values. [1]	The course considers: • Values/norms/ideals that guide human practices • reasons why individuals or groups of people do or ought to hold specific values/norms/ideals • the implications of following or failing to follow values/norms/ideals Student activities and participation advancing these course topics may include: • readings, lectures, and class discussions that help students identify their own values, those of others, those of a discipline or profession, and/or those of a social group; and that introduce conceptual frameworks and methods that enable students to understand the reasons why such values are held and the implications of holding them • tests, quizzes, written assignments, individual and/or team projects that assess whether students can identify values of individuals or social groups, the reasons why such values are affirmed, and implications of holding such values for specific individuals, groups, and	Integrative mastery involves deeper, more systematic study of the topics associated with the foundational level of mastery. While the topics and kinds of student activities may be similar, integrative mastery involves courses that presuppose background knowledge in some disciplinary or professional area, or that build upon a foundational course in the VESR area. This may entail: • systematic, theoretical investigation from the perspective of a specific discipline, which presupposes prerequisite knowledge in that disciplinary area • detailed study in relation to a specific profession or application area that requires previous training, experience, or background knowledge in that profession or related to the area of application

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[1] For the purposes of this rubric, "values" is interpreted in a broad way to include: (1) what is regarded as good or worthwhile as an end; rankings and preferences regarding such ends; and that which is instrumental/useful for realizing such ends; (2) moral norms and principles that guide, regulate, and constrain human action; and (3) ideals and aspirations regarding excellence in a practice, the nature of a good life, and the virtues for realizing these aspirations and ideals.

		society	
2	Demonstrate an understanding of the importance of values, ethics, and social responsibility for the self and for contemporary society.	The course considers: • the role and importance of values, norms, and ethical ideals for individual and social well-being; • how values inform the way individuals, professionals, and/or societies understand themselves; how they develop; and how they cope with failure, uncertainty, and controversy. Student activities advancing these course objectives include: • readings, lectures, and class discussions that help students see how values inform, define, and condition the way lives are lived and how they flourish or fail to flourish • written assignments and/or individual/team projects that provide opportunities and guidance for students to explore and live out those values that are important for them as individuals, professionals, and/or members of a group/society	Same as for integrative mastery in Learning Outcome 1

3	Reflect on how values shape personal and community ethics and decision-making.	The course considers: • methods and frameworks for ethical analysis, reasoning, and decision-making; • how specific values/moral norms/ideals do or ought to inform decision-making, practices, and/or policies of individuals, professionals, and/or society; • core competencies needed to analyze and use ethical codes, moral theories, and/or professional standards to determine the appropriate courses of action in specific cases • social practices related to responsibility, accountability, and/or justice, or professional and disciplinary ways of self-governance oriented toward the development of ethical decision making and practice Student activities advancing these course objectives may include: • projects that have students apply frameworks of ethical decision making to cases, and that provide instructor and /or peer feedback to assist students in refining their capacities to responsibly address ethical and social challenges • Projects, case studies, and/or representative problems and scenarios where individual students or student teams use selected methods or strategies of ethical decision making to work through moral dilemmas or ethical challenges occurring in historical periods or in contemporary social life, • Projects, case studies, and/or representative problems and scenarios where individual students or student teams work through professional ethical dilemmas or apply professional norms in complex contexts of practice, utilizing professional codes and/or standards where appropriate	Same as for integrative mastery in Learning Outcome 1

		• Projects, case studies, and/or representative problems and scenarios where students evaluate or utilize mechanisms of social accountability, justice, and/or notions of social or corporate responsibility to work through cases or problems facing a group, profession, or society	