

Rubric for ABET Student Outcome F: Ethics

Adapted from Sindelar, M., Shuman, L., Besterfield-Sacre, M., Miller, R., Mitcham, C., Olds, B., Pinkus, R., and Wolfe, H. (2003) Assessing Engineering Students' Abilities to Resolve Ethical Dilemmas, Proceedings, 33rd ASEE/IEEE Frontiers in Education Conference, Boulder, Colorado, November 5-8, 2003.

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

	Capstone 4	Milestones		Benchmark 1
		3	2	
Recognition of Dilemma	Student clearly identifies and frames key ethical dilemmas. Student grasps that a dilemma has opposing alternatives that must be reconciled.	Student identifies and frames key ethical dilemmas, but does not recognize need to reconcile opposing alternatives.	Student identifies a single dilemma without recognition for others.	No problem recognition.
Information	Student lists information, explains its relevance, and explicitly states assumptions with justification. Student may bring in information from their own experiences.	Student lists information and explains its relevance, but does not explicitly state assumptions.	Student lists information without explaining its relevance, and does not state assumptions.	Ignored pertinent facts or used misinformation.
Analysis	Student provides a thorough analysis, cites analogous cases, and considers risk elements with respect to each alternative.	Student demonstrates awareness of multiple alternatives, and makes some attempt to compare and contrast them.	Rule driven without justification.	No analysis.
Perspective	Student conveys a global view of the situation, considering the perspectives of the employer, the profession, society, and the protagonist of the case.	Student acknowledges multiple points of view, perhaps articulating the case from multiple points of view.	Students articulates a single point of view.	A wandering focus indicates a lack of perspective.
Resolution	Student considers potential risk and/or public safety, and proposes a creative middle ground (win-win).	Student's resolution considers potential risk to the public and/or safety, and other stakeholders.	Cited rules as the resolution, even if used out of context.	Not responsive to the scenario.