

## **School of Undergraduate Studies**

**Course: PHIL 50 C 1 and C2, Summer C 2020**  
**Professional and Personal Ethics**

**Tristan Rogers, Ph.D.**

Adjunct Professor  
School of Undergraduate Studies  
Golden Gate University

**Contact Information:**

Email: [trogers@ggu.edu](mailto:trogers@ggu.edu)

Website: <http://www.tristanjrogers.com>

Office Hours: By Appointment. Please e-mail with requests to talk online.

**Course term begins: July 1, 2020**

**Course term ends: August 22, 2020**

---

### **Course Description**

In this class students will develop awareness of moral issues, reflect on their own values, and develop abilities to reason about those issues from well-supported principles. Students will learn how to articulate beliefs and assumptions that influence how they think about moral questions through the study of moral theories and concepts; students will also learn how to describe and apply moral concepts and theories to cases and problems that will test intuitions and perspectives on what is right and good.

### **Course Objectives and Connection to Programmatic Learning Outcomes (PLOs)**

Every course in the Undergraduate degree programs will link directly to the learning domains and learning outcomes (shown on the last pages of this syllabus) through one or more of the following ways: introduction, practice and/or demonstration of learning outcome(s). The course objectives below show which Programmatic Learning Outcome(s) (PLOs), if any, will be demonstrated in this specific course. For these demonstrated PLOs, rubrics have been developed to identify the criterion by which student work will be evaluated. The specific rubric(s) will be given with the assignment instructions to ensure awareness of the criteria used

for assessment. Note: an assignment given for the assessment of a PLO will be called a “signature assignment.”

By the end of this course, the student will demonstrate proficiency of the following skills:

### Course Objectives

- Describes personal moral beliefs and values as well that the influence these beliefs and values on reasoning and moral perspectives.
- Describes, explains and evaluates the sources and influences of one’s own perspective on ethical problems and values and compares that perspective with other views.
- Illustrates core concepts and theories in ethics in the practical analysis of moral problems.
- Analyzing moral problems and issues.
- Formulates arguments on an ethical problem or issue, describes the significance of the arguments, and analyzes them.
- Describes common theories, concepts and approaches to moral problems.
- Applies ethical perspectives/concepts and theories to ethical questions.

### Programmatic Learning Proficiencies Demonstrated

- **PLO.CT.1** - Identifies assumptions and claims in arguments. Identifies, categorizes, and distinguishes among elements of ideas, concepts, theories, or practical approaches to standard problems.
- **PLO.CT.2** - Draws warranted inferences and formulates hypotheses from evidence, assesses strengths and weaknesses of inferences.
- **PLO.E.1** - Describes one’s own moral beliefs and values, including their origins and development, assumptions, and predispositions.
- **PLO.E.2** - Identifies and describes ethical issues. Describes common theories, concepts and approaches to moral problems. Applies ethical perspectives/concepts/theories to ethical questions accurately. Articulates positions on ethical issues and/or rationale for decisions taking into account differing ethical perspectives and concepts.
- **PLO.E.3** - Describes, explains, and evaluates the sources of his or her own perspective on selected issues in culture, society, politics, the arts, or global relations and compares that perspective with other views.
- **PLO.AL.1** - Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a field-based challenge, and evaluates the learning gained from the application using evidence and examples.
- **PLO.AL.2** - Analyzes at least one significant concept or method in light of learning outside the classroom.

## Required Materials

**All required course materials are open resource textbooks or online content in the public domain, with one exception:**

Robert Solomon, *A Better Way To Think About Business*, Oxford, 2003. ISBN-10: 0195167333  
ISBN-13: 978-0195167337

(Students may acquire this textbook from the GGU bookstore. The book is also readily available from other online booksellers.)

**Required, open resource textbooks downloadable in the online class include:**

Frank Aragbonfoh Abumere, Douglas Giles, Ya-Yun (Sherry) Kao, Michael Klenk, Joseph Kranak, Kathryn MacKay, Jeffrey Morgan, Paul Rezkalla, George Matthews (Book Editor), and Christina Hendricks (Series Editor), *Introduction to Philosophy: Ethics*. Rebus Community, 2019. Ebook ISBN 978-1-989014-08-0. (Significant portions of this textbook will be required.)

Stephen M. Byars and Kurt Stanberry (Senior Contributing Authors), *Business Ethics*, OpenStax Textbook, Web Version Last Updated, Jan 2020. Digital: ISBN-10: 1-947172-57-3  
ISBN-13: 978-1-947172-57-9. A link to a PDF download of this textbook is also available in the class. (Selected readings from this textbook will be required.)

Mark Dimmock, and Andrew Fisher, *Ethics for A-Level*, Cambridge, UK, Open Book Publishers, 2017. ISBN Digital (PDF): 9781783743902 .

A link to a PDF download of this textbook is also available in the class. (Selected readings from this textbook will be required.)

## Additional Resources

### Business Library

Access research assistance, databases, books, ebooks, journals, articles, reports, statistics and research guides to help you find information and navigate the research process.

- [Business Library homepage](#)
- [Contacts – Ask us!](#)
- [Research Guides](#)
- [APA Citation Guide](#)
- [Database Troubleshooting Guide](#)

Off-campus? To access library databases and ebooks you must login. When prompted by the login window, sign in with your GGU4YOU password, or use your GGU ID number. Please contact the Business Library if you need assistance. Business Library Info Desk: (415) 442-7242.

## Tutoring

*If you need assistance with writing*, the Writing Lab at the San Francisco campus offers in-person tutoring. The Online Writing Lab (OWL) provides online writing assistance via email. Zoom tutoring allows students to work one-on-one with a tutor, using the Zoom web-conferencing platform. Math tutoring is available in-person or via Zoom. See <http://www.ggu.edu/experience/student-services/tutoring/>

## Wellness Resources

Wellness Resources at GGU is here to help when you are feeling overwhelmed and need extra support. Contact Wellness Resources at <http://www.ggu.edu/experience/student-services/wellness-resources/> to schedule your initial phone consultation for four free counseling sessions. Or call 415-442-6578 or email at [wellness@ggu.edu](mailto:wellness@ggu.edu).

## Technology and System Requirements

View these [Tech Requirements](#).

## Policy on Academic Integrity

Students are responsible for knowing and following the University's Academic Integrity policies. GGU's Policy on Student Academic Integrity is in effect at all GGU teaching locations, including regional classroom sites, corporate sites, and distance courses delivered in any medium.

Read the entire Academic Integrity policy [here](#)

## Disability Accommodations

Golden Gate University seeks to ensure that all programs and services are fully accessible and in compliance with the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act of 1973. Services are available to all students who seek assistance. Information regarding

The Americans with Disabilities Acts and GGU's policies and services can be found by contacting the Student Services department at GGU. [415-442-7862](tel:415-442-7862) [gguds@ggu.edu](mailto:gguds@ggu.edu)

## Contacting the Instructor

Please contact the instructor at the following e-mail: [trogers@ggu.edu](mailto:trogers@ggu.edu)

## Classroom Guidelines and Student Responsibilities, Expectations

### Student Responsibilities

Students have the following responsibilities in this, and any other, course taught at Golden Gate University:

1. **Read syllabus and course information carefully.**
2. Read lectures and other required learning materials carefully.
3. Participate in discussions and engage in learning activities.
4. Actively engage the material and ask questions of the instructor to clarify any aspect of the course.
5. Complete all required activities (including discussions, quizzes, case studies, final journal) in a timely manner following the instructions for each activity.
6. Treat other students and the instructor with civility and respect. [Code of Conduct](#)

### Credits/Units Earned and Time Expected for this Course

According to the US Department of Education, a credit hour represents an amount of learning that equates to one hour of in-class student work, and two hours of out-of-class student work, per week for 15 weeks. For a 3-credit 15-week course, this equates to approximately 9 hours of student work per week. A 3-credit 7.5-week course equates to approximately 18 hours of student work per week. This work will consist of readings, activities, discussions and exercises, and will vary depending on the course. Students should expect to actively participate in discussions by contributing their own experiences and ideas as well as challenges and solutions, as appropriate, while demonstrating respect for other participants. Active participation requires students to provide evidence to support their opinions, ask for clarification when necessary, and demonstrate respect for everyone in the class. Good participation also requires that students submit quality work by the specified deadline.

## Course Requirements

In this course there are DISCUSSION ASSIGNMENTS, REGULAR QUIZZES, A FINAL EXAM, and a FINAL JOURNAL.

### DISCUSSION ASSIGNMENTS

All students are required to complete online class discussion assignments. Minimum post requirements and other criteria of evaluation apply; rubrics are evaluated in each Session defining how the discussion posts will be evaluation. The discussion area is like our online classroom. Questions are encouraged.

### REGULAR QUIZZES

There are a total of seven Regular Quizzes in the course. **Students have an opportunity to take each regular quiz twice.**

**THE LOWEST SCORE FROM AMONG THE SEVEN QUIZZES IS DROPPED IN CALCULATING THE FINAL GRADE.**

### FINAL EXAM

In Weeks 7 and 8, there will be a FINAL EXAM. The FINAL EXAM will test specific learning outcomes, which are fully explained in a review area. This exam is not proctored.

### JOURNAL FORUMS (OPTIONAL)

Journal Forums are discussion areas in which students may post ideas, thoughts, or questions about the Journal Topic in a specific Week. Journal Forums are **OPTIONAL**. Responses to ALL JOURNAL TOPICS are due the LAST DAY OF CLASS. See FINAL JOURNAL below.

### FINAL JOURNAL

The FINAL JOURNAL is the Signature Assignment in the class. In this assignment the learning outcomes for the course will be assessed. Here are the instructions (which will be more fully explained in the course):

- There are four Journal Topics presented in Weeks 2, 4, 5, and 7 respectively.
- Students will compile their responses to ALL Journal Topics into ONE WORD DOCUMENT.

- Students will submit this document (with responses to ALL Journal Topics) to BOTH the Regular Final Journal Assignment Box in Week 8 AND the TURNITIN Assignment Box, also in Week 8.

### **Student Work Feedback and Grading**

Students will receive evaluation of their work through grading or less formal interactions (conversation or email exchange). Some activities such as an automated quiz will receive quick feedback. Other activities may require more time. Every effort will be made to insure feedback is given in a timely fashion.

### **Grading Policy and Grading Scale**

The weights of each graded activity in this course are shown below.

Class Participation/Discussion	25%
Quizzes	30%
Final Journal	35%
Final Exam	10%

All assignments will be given a corresponding numerical value. Final grades will be assigned according to the following scale:

Grading	Points	Percentage
A		93% - 100%
A-		90% - 92.9%
B+		87% - 89.9%
B		83% - 86.9%
B-		80% - 82.9%
C+		77% - 79.9%
C		73% - 76.9%
C-		70% - 72.9%
D+		67% - 69.9%
D		63% - 66.9%
D-		60% - 62.9%
F		0% - 59.9%

## Incompletes and Late Assignments

### Policy on Incompletes

Grades of Incomplete will be given only if: 1) the student has participated in the course completing assignments in a timely fashion, and 2) the student has a compelling justification for why course final requirements cannot be completed on time.

### Late Assignments and Extensions

**LATE ASSIGNMENTS WILL NOT BE ACCEPTED, UNLESS AN EXTENSION HAS BEEN GRANTED.**

Requests for extensions **MUST** be received prior to the due date for the assignment.

### Course and Instructor Evaluations

You will receive an opportunity to evaluate the course and instructor at least once this term.

## Course Outline

Week	Topic	Readings	Assignments
<b>Week 1</b> <b>July 1-7</b>	Ethical Awareness: Identifying Ethical Issues, Reflecting on Values and Beliefs, and Basic Concepts	<b><i>Ethics for A-Level</i>, pp. 4-8</b>  See also To-Do Checklist for associated online lectures and supplemental readings.	<b>Week 1 Quiz</b>  <b>Complete Discussion 1</b>  <b>Optional: Journal 1 Forum</b>
<b>Week 2</b> <b>July 8-14</b>	Ethical Decision-Making, Professional Ethics, and Normative and Descriptive Ethical Claims	<b><i>Business Ethics</i>, OpenStax, pp. 8-20</b>  <b><i>Introduction to Philosophy: Ethics</i>, pp. 47-49; 55-56</b>  See also To-Do Checklist for associated online lectures and supplemental readings.	<b>Week 2 Quiz</b>  <b>Complete Discussion 2</b>
<b>Week 3</b> <b>July 15-21</b>	Introduction to Normative Moral Theory,	<b><i>Introduction to Philosophy: Ethics</i>, Ch. 3, pp. 28-37; Ch. 5-6, pp 47-65</b>	<b>Week 3 Quiz</b>  <b>Complete Discussion 3</b>

	Principles and Concepts: Utilitarianism and Kantian Moral Theory	<b>Case Study: Allison Lloyd, An Auditor's Dilemma</b>  See also To-Do Checklist for associated online lectures and supplemental readings.	<b>Review Journal Topic 2</b>
<b>Week 4 July 22-28</b>	Ethical and Psychological Egoism	<b><i>Introduction to Philosophy: Ethics, Ch. 4, pp. 38-46</i></b>  See also To-Do Checklist for associated online lectures and supplemental readings.	<b>Week 4 Quiz</b>  <b>Complete Discussion 4</b>
<b>Week 5 July 29-August 4</b>	Virtue Theory, Dehumanization and Conduct	<b>Review/Re-read: <i>Introduction to Philosophy: Ethics, Ch. 3, pp. 28-37</i></b>  <b><i>A Better Way to Think about Business, Introduction, xiv-xxiv, and Part I, pp. 1-34</i></b>  <b>Janet Moore Case Study: Clean Hands in a Dirty Business</b>  See also To-Do Checklist for associated online lectures and supplemental readings.	<b>Week 5 Quiz</b>  <b>Complete Discussion 5</b>
<b>Week 6 August 5-11</b>	Ethics, Religion, and Living a Good Life	<b><i>A Better Way to Think about Business, pp. 35-67</i></b>  <b><i>Introduction to Philosophy: Ethics, Ch. 2, pp. 16-27</i></b>  See also To-Do Checklist for associated online lectures and supplemental readings.	<b>Week 6 Quiz</b>  <b>Complete Discussion 6</b>  <b>Review Journal Topic 3</b>
<b>Week 7 August 12-18</b>	The Ethics of Care and Feminist Approaches to Ethics	<b><i>Introduction to Philosophy: Ethics, Ch. 7, pp. 67-77</i></b>  See also To-Do Checklist for associated online lectures and supplemental readings.	<b>Week 7 Quiz</b>  <b>Complete Discussion 7</b>

<b>Week 7.5 August 19-22</b>	Final Journal and Final Exam	<b>No Readings</b>	<b>Submit Final Exam and Final Journal</b>
--	---------------------------------	--------------------	--

### Signature Assignment Instructions

In this course you will complete a Signature Assignment, which is designed to demonstrate your proficiencies in specific programmatic learning outcomes.

The Signature Assignment in this course is the FINAL JOURNAL, which is due the last day of the class. The instructions and description of the FINAL JOURNAL will be provided in the course

## Signature Assignment Rubrics

**PLO.CT.1:** Identifies assumptions and claims in arguments. Identifies, categorizes, and distinguishes among elements of ideas, concepts, theories, or practical approaches to standard problems.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Identifies and frames claims, issues and problems</b>	Identifies and describes main or appropriate issue or problem and describes it accurately. Describes clearly and with insight relevant information and contextual factors framing the main issue or problem.	Identifies and describes main or appropriate issue and describes it fairly accurately. Describes the relevant information and contextual factors framing the main issue or problem.	Identifies main or appropriate issue, or is very close. Describes some relevant information, but some key points are missed; description is terse or incomplete	Fails to identify main or appropriate issue or problem. Describes information that is largely or irrelevant; only some relevant information is captured.
<b>Analyzes structure of material or context of the problem</b>	Accurately identifies and describes conclusion or hypothesis and supporting evidence and assumptions and/or distinguishes key elements of content, e.g. ideas, concepts, or theories in arguments and/or information presented in text, speech or graphs or other visual presentations.	Accurately identifies (with only very minor shortcomings) and describes (for the most part) conclusion or hypothesis and supporting evidence and assumptions and/or distinguishes key elements of content.	<p>Identification and description of conclusion/hypotheses,</p> <hr/> <p>Supporting evidence and assumptions have some merit but contain inaccuracies; distinguishes some elements of content but misses of key points or misinterprets information.</p>	Major errors are made in identifying conclusion/hypotheses, evidence and assumptions; descriptions are unclear and/or erroneous in key respects.

**PLO.CT.2:** Draws warranted inferences and formulates hypotheses from evidence, assesses strengths and weaknesses of inferences.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Draws conclusions reliably in arguments and/or formulates hypotheses or solutions</b>	Clearly states conclusion or hypothesis and shows how the conclusion or hypothesis emerges from and is supported by evidence, observations and/or assumptions.	States conclusion or hypothesis and for the most part shows how the conclusion or hypothesis emerges from and is supported by evidence and/or observation. Some minor evidence or assumptions may be missed.	Conclusion or hypothesis is stated, but may be unclear; the support for the hypothesis and conclusion is weak.	Conclusion or hypothesis is unclear; support is very weak.
<b>Evaluates arguments and/or reliability of hypotheses or solutions.</b>	Appropriately assesses conclusion or hypothesis in terms of reliability and further evidence needed; assesses external implications of the conclusion or hypothesis within a larger context.	Assessment of conclusion or hypothesis is largely appropriate; mentions some larger implications.	Assesses conclusion or hypothesis against some evidence, but key considerations are missed and/or evidence is presented that is not relevant; does not assess external implications or does so weakly.	Little or no assessment of conclusion or hypothesis.

**PLO.E.1:** Describes one's own moral beliefs and values, including their origins and development, assumptions, and predispositions.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Ethical Self Awareness</b>	Student describes core beliefs in detail and analyzes both core beliefs and the origins of those beliefs with depth and clarity.	Student describes core beliefs in fair detail and analyzes both core beliefs and the origins of the core beliefs: analysis is adequate, but lacking in some minor respects depth and/or clarity.	Student states both some core beliefs and describes some of the origins of those beliefs: analysis of the beliefs is weak or incomplete, lacking depth and clarity.	Student describes either some core beliefs or articulates some of the origins of the core beliefs but not both: analysis is lacking.

**PLO.E.2:** Identifies and describes ethical issues. Describes common theories, concepts and approaches to moral problems. Applies ethical perspectives/concepts/theories to ethical questions accurately. Articulates positions on ethical issues and/or rationale for decisions taking into account differing ethical perspectives and concepts. (Assessed with the remaining horizontals.)

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Recognizes and describes moral issues</b>	Student identifies ethical issues when presented in a complex, multilayered (gray) context AND accurately distinguishes and describes cross-relationships among other considerations (e.g.) factual, legal and economic.	Student identifies ethical issues presented in a fairly complex context; accurately distinguishes and describes some key cross-relationships among some key considerations.	Student can recognize basic and obvious ethical issues (sometimes without clarity) and describes and distinguishes (incompletely) a few considerations.	Student can recognize basic and obvious ethical issues but cannot describe the issues with much clarity and fails to describe other considerations.
<b>Describes theories, concepts and approaches to moral problems</b>	Student accurately describes theory or theories; accurately presents the gist of the theory or theories and defines key principles and concepts; accurately explains a few key nuances of the theories under consideration.	Student fairly accurately describes the theory or theories; can present gist of the theory or theories with maybe a few minor shortcomings; defines key principles and concepts with no major flaws (only minor); and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student comes close to presenting the gist of the theory; descriptions of some basic principles and concepts are accurate in key places, but contain inaccuracies. Explanations of details of the theory, if attempted, are confused.	Student describes a few ideas that are relevant to the concepts and principles of the theory, but fail to define and describe basic principles and concepts with any significant clarity and/or accuracy.

<p><b>Applies ethical perspectives/concepts/theories to ethical questions</b></p>	<p>Student accurately applies ethical perspectives/ concepts to an ethical question or problem: analyzes relevant facts, evidence or other information in application of the ethical perspectives/concepts; distinguishes concepts and principles accurately and provides rich explanations.</p>	<p>Student accurately applies ethical perspectives and concepts for the most part; ethical principles and concepts apply to facts, evidence or other information in relevant ways; distinctions between concepts/perspectives are accurate overall and explanations are cogent; but a few minor shortcomings are present.</p>	<p>Student applies ethical perspectives and concepts correctly in some general ways, but with some important inaccuracies; distinctions are incorrect in some key places; explanations are lacking.</p>	<p>Application of theories is confused. Major mistakes are made; concepts and principles do not fit in the analysis; key distinctions are missed or inaccurate.</p>
<p><b>Articulates positions and/or rationale in evaluation of different Ethical Perspectives/Concepts or decision-making.</b></p>	<p>Student formulates a clear position or decision, and provides a robust justification; describes objections (counter-considerations), assumptions and implications and can reasonably defend against objections and/or counter-considerations; describes implications of different ethical perspectives/ concepts; justification of position/decision is effective.</p>	<p>Student formulates a clear position or decision and provides a fairly adequate justification; describes key assumptions and implications, and takes into account key objections and/or counter-considerations; describes some key implications of different ethical perspectives, but misses some details; justification of position/decision is adequate.</p>	<p>Student formulates a position or decision that is mostly clear; justification is coherent in some respects but inadequate in others; descriptions of implications of ethical perspectives are inaccurate in important respects; justification is intelligible but inadequate</p>	<p>Student formulation of position or decision is unclear; justification is not very coherent.</p>

**PLO.E.3:** Describes, explains, and evaluates the sources of his or her own perspective on selected issues in culture, society, politics, the arts or global relations and compares that perspective with other views. NOTE: Application of this rubric requires: 1) identification of an issue or issues in culture, politics, the arts or global relations 2) identification of range of views on the issue or issues.

	4	3	2	1
<b>Describes and explains one's own perspective.</b>	Description and explanation of student's perspective are treated in-depth: sources of perspective are clearly identified and coherently integrated into explanation; sources of perspective are information-rich and keenly relevant to salient aspects of the issue or issues.	Description and explanation of student's perspective provide clear and cogent articulation of perspective; sources of perspective are identified and explanation is clear and relevant (in some minor respects explanation may be unclear); sources of perspective are relevant and treat issue or issues in most crucial aspects.	Description is fairly clear (outline of position and some reasons are articulated), but explanation is muddled in places.	Overall approach to the issue is indicated but the description is clear in some places, unclear in others; explanation is either muddled or lacking.
<b>Compares one's own perspective with other views.</b>	Student accurately and richly describes most relevant competing views on the issue or issues (attends to strength of competing viewpoint); key points of contrast are identified and explained clearly and in attention to detail.	Student accurately describes a competing point of view; key points of contrast are identified and explained clearly; some fine points may be treated with insufficient depth.	Student identifies a competing view and offers some description that is accurate in some places; identifies key points of contrast but explanation is unclear or inaccurate in places.	Student identifies a competing view and describes that view generally, with significant errors—or without any attention to detail; key points of contrast are either not treated or are inaccurate.

**PLO.AL.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.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Describes and identifies case/challenge</b>	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 the 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.
<b>Applies academic knowledge and skills</b>	1) Accurately applies academic knowledge in addressing the field-based challenge (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 few minor errors.	1) Some major error 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.

<b>Evaluates learning gained</b>	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.
----------------------------------	---	---	---	--

PLO.AL. 2: Analyzes at least one significant concept or method in light of learning outside the classroom.

	4	3	2	1
Identifies learning outside of classroom relevant to analysis	1) Clearly identifies learning outside classroom relevant to the concept or method. Presents compelling evidence that learning is well comprehended.	1) Learning outside the classroom is clearly identified. Presents adequate evidence that learning is comprehended.	1) Learning outside the classroom is identified to some extent, but presentation presents evidence that is incomplete, unclear or confused in some respects.	1) Learning outside the classroom is not well comprehended and identified. Evidence is seriously inadequate.
Analyzes at least one significant concept or method in light of learning outside the classroom.	1) Explains the relevance of that learning to a concept or method by citing examples, evidence and/or argument.	1) Explains relevance of learning coherently. Concepts or methods analyzed are comprehended.	1) Explains relevance of learning clearly in some place, but some points are neglected, or are unclear. Concepts and methods are comprehended in outline but with some errors	1) Explanation of relevance of learning is confused. Some serious errors are made, or key points neglected.

## **Domains of Learning and Programmatic Outcomes for AA Degree**

### **Critical Thinking**

- **PLO.CT.1** - Identifies assumptions and claims in arguments. Identifies, categorizes, and distinguishes among elements of ideas, concepts, theories, or practical approaches to standard problems.
- **PLO.CT.2** - Draws warranted inferences and formulates hypotheses from evidence, assesses strengths and weaknesses of inferences.

### **Quantitative Fluency**

- **PLO.QF.1** - Presents accurate calculations and symbolic operations.
- **PLO.QF.2** - Presents accurate interpretations of quantitative information on political, economic, health-related or technological topics and explains how both calculations and symbolic operations are used in those offerings.
- **PLO.QF.3** - Creates and explains graphs or other visual depictions of trends, relationships, or changes in status.

### **Ethics**

- **PLO.E.1** - Describes one's own moral beliefs and values, including their origins and development, assumptions, and predispositions.
- **PLO.E.2** - Identifies and describes ethical issues. Describes common theories, concepts and approaches to moral problems. Applies ethical perspectives/concepts/theories to ethical questions accurately. Articulates positions on ethical issues and/or rationale for decisions taking into account differing ethical perspectives and concepts.
- **PLO.E.3** - Describes, explains, and evaluates the sources of his or her own perspective on selected issues in culture, society, politics, the arts, or global relations and compares that perspective with other views.

### **Information Literacy**

- **PLO.IL.1** - Identifies, categorizes, evaluates, and cites multiple resources so as to create projects and papers with respect to a general theme within the arts, sciences, or professional practice.

### **Communication**

- **PLO.C.1** - Develops and presents cogent, coherent, and substantially error-free writing and oral presentations for effective communication to general and specialized audiences.

### **Lifelong Learning**

- **PLO.LL.1** - Identifies and examines connections between values, interests, strengths, prior learning, including academic learning, and his or her professional goals.
- **PLO.LL.2** - Demonstrates attitudes and habits productive of lifelong learning.

### **Applied Learning**

- **PLO.AL.1** - Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a field-based challenge, and evaluates the learning gained from the application using evidence and examples.
- **PLO.AL.2** - Analyzes at least one significant concept or method in light of learning outside the classroom.
- **PLO.AL.3** - Locates, gathers and organizes evidence regarding a question in a field-based venue beyond formal academic study and offers alternate approaches to answering it.

### **Broad Integrative Knowledge**

- **PLO.BIK.1** - Describes a key debate or problem relevant to each core field, explains the significance of the debate or problem to the wider society, and shows how concepts from the core field can be used to address the selected debates or problems.
- **PLO.BIK.2** - Uses recognized methods of each core field studied, including the gathering of evidence, in the execution of analytical, practical or creative tasks.
- **PLO.BIK.3** - Describes and evaluates the ways in which at least two fields of study define, address, and interpret the importance for society of a problem in science, the arts, society, human services, economic life or technology.