



Day Two

Please settle in, enjoy our continental breakfast items,
and keep connecting with new (and old) friends.
We will get started with our program close to 9:00am.



Decision Science

It's Complicated

An institution-wide intervention (all incoming students)

Estimated 50000 students have experienced It's Complicated

In-person 75 min intervention

Weigh pig (0.8) - Feed pig (It's Complicated) - Weigh pig (1.2)

Online intervention through Canvas

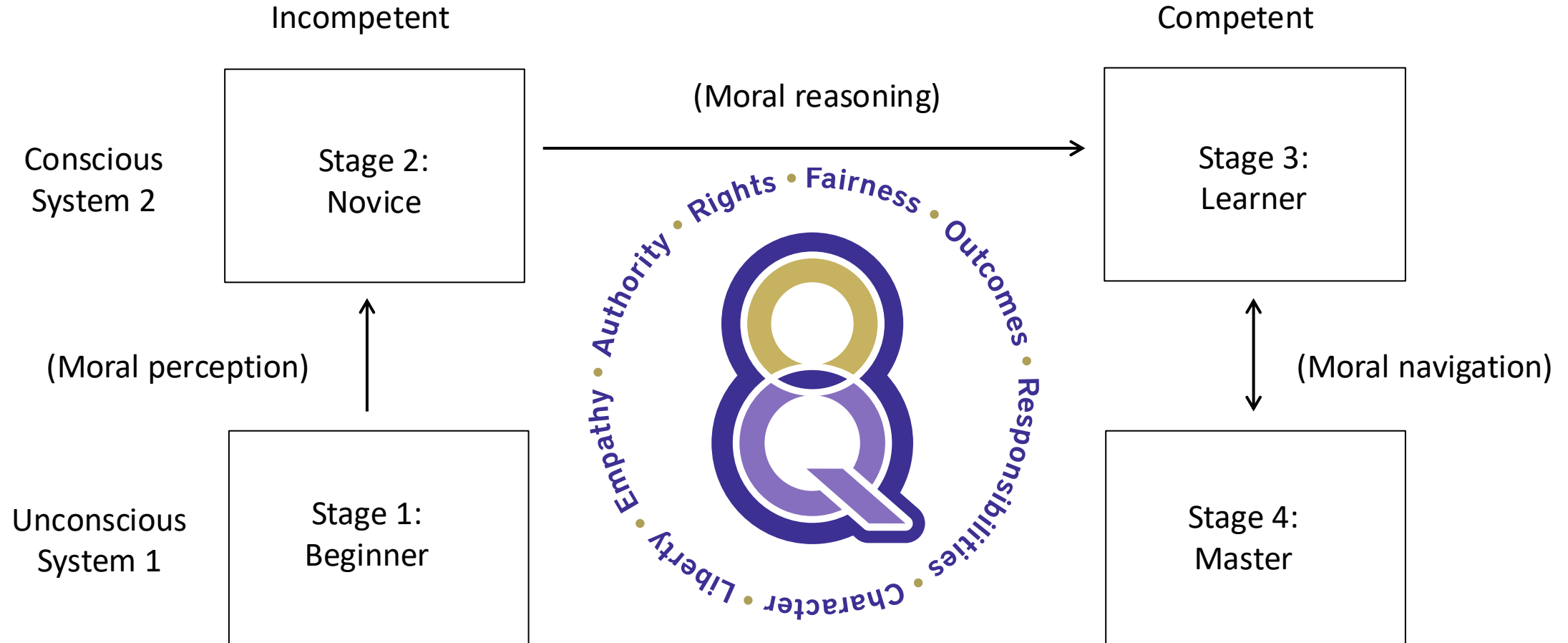
Weigh pig (1.1) - Feed pig (Canvas course) - Weigh pig (1.7)

We have created interventions and can measure improvement for each student learning outcome

A Case for Ethical Reasoning

- We need an ethics education that can target System 1
- But can we hack into and educate System 1?
- Yes! Habits and skills move operations from System 2 to System 1
- Ethics education that targets System 1 should shift from
 - “knowing that” to “knowing how”
 - information and analysis to process and skill development
 - Case studies (cold reasoning) to simulations (hot reasoning)
- Ethical reasoning is the skill of moral problem solving, negotiating an ethically appropriate plan of action in a dynamic landscape

Ethics education that targets System 1



Description of the 8KQ:

The 8KQ is a skillful, curiosity driven ethical reasoning strategy that is informed by **empirical research**.

When habituated, it produces **keener moral awareness, critical thinking** and **better-informed ethical action**.

As a decision strategy, the 8KQ **lowers the energetic load** for producing morally intelligible behavior.

A Revolution in Our Understanding of What it Means to Be Human: Embodied, Embedded and Friendly

A Revolution in Our Understanding of What it Means to Be Human: Embodied, Embedded and Friendly

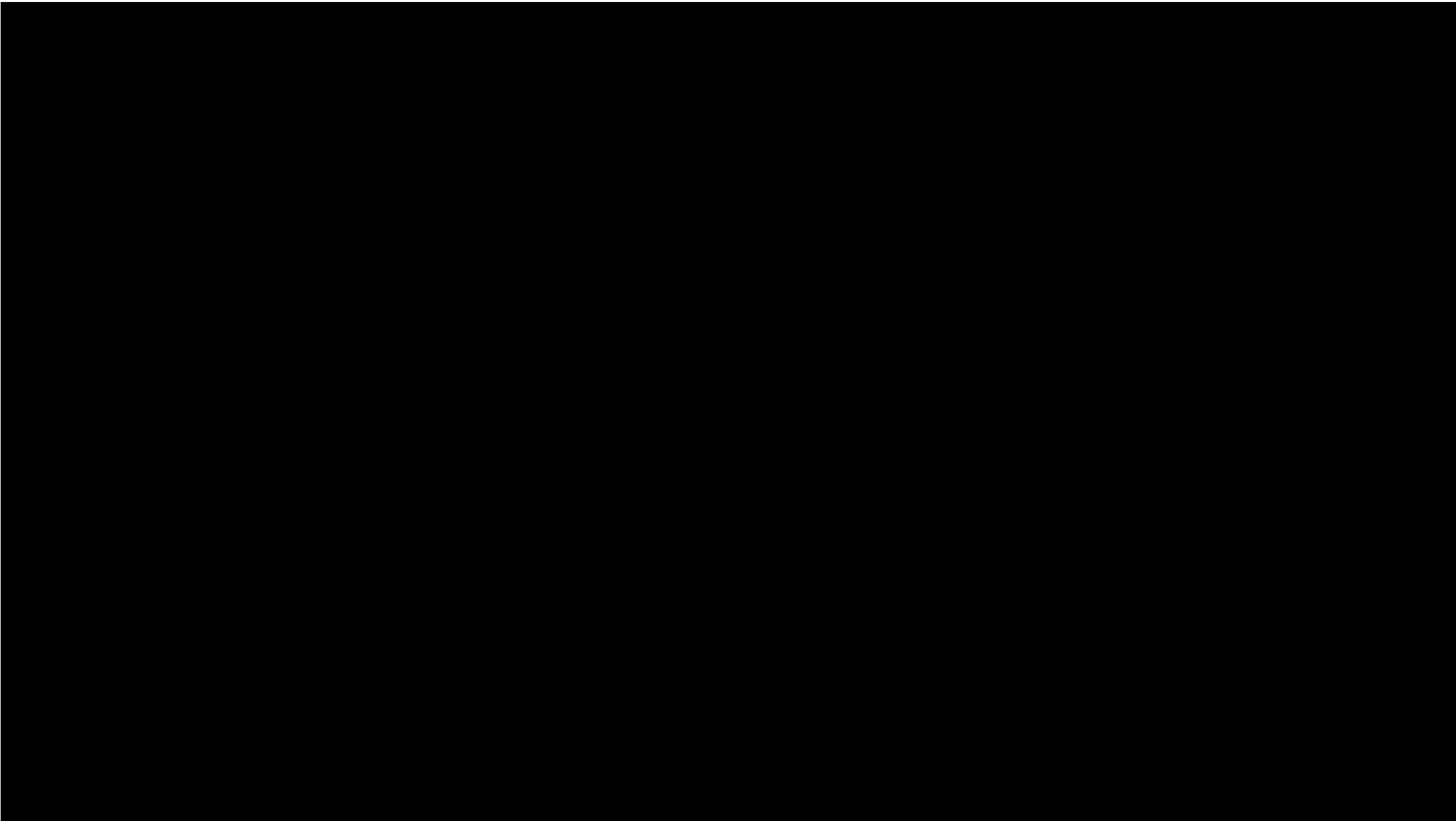
FMRI

THINKING/FEELING

FRIENDSHIP/CONNECTION



(SURPRISE! We are not brains on a stick...)



Decisions...Decisions...Decisions

Decisions...Decisions...Decisions

An older model...

Computation seen as ideal and emotions get in the way

Remedy: take ALL the emotion out of the decision-making process.

Become purely RATIONAL!

But how does the landscape of a situation then look?



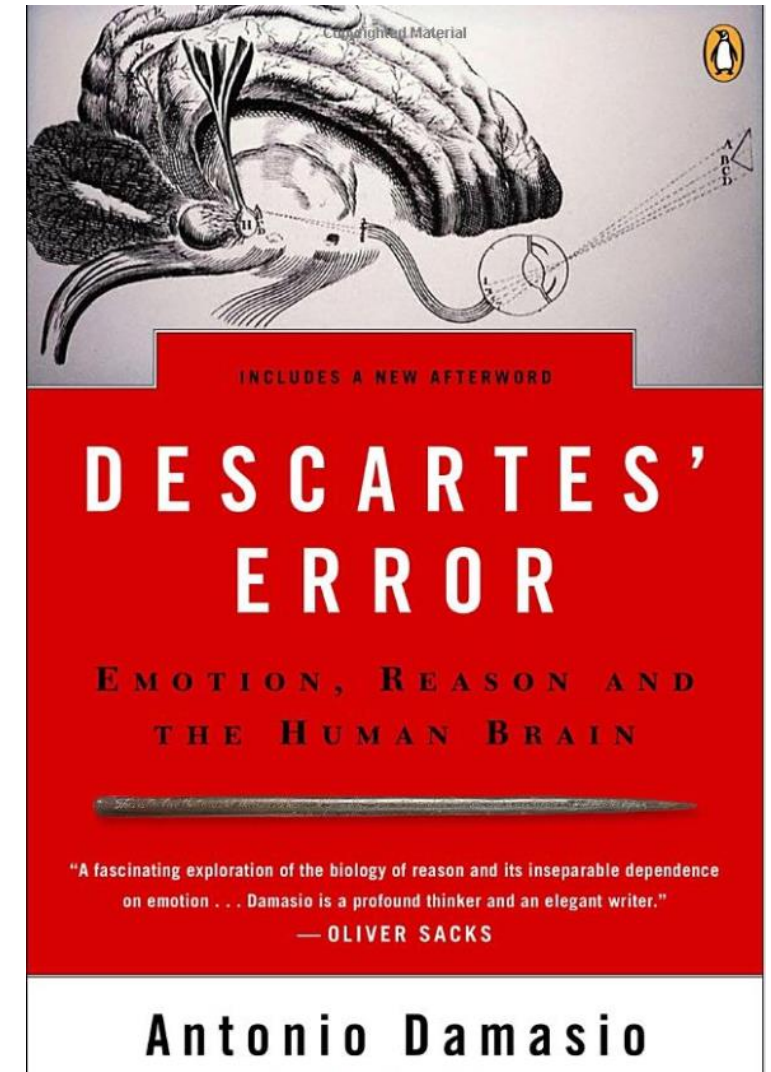
“The problem that we, as living organisms, face – and not we only, humans, but any living organism faces – is the management of life”

“Emotion consists of a very well-orchestrated set of alterations in the body that has, as a general purpose, to make life more survivable by taking care of a danger, of taking care of an opportunity...”

“Emotions are a very intelligent way of driving an organism toward certain outcomes.”

“We are not thinking machines that feel; rather, we are feeling machines that think.”

“Emotions are enmeshed in the neural networks of reason.”



Decisions...Decisions...Decisions

A newer model...

- Embodiment is real and helpful (but not all the time)
- Emotions help construct an internal landscape of a perceived situation (salience)
- Emotions help make decision-making efficient (narrows the field of options by suggesting pathways)



How does our body try to help us out?

Be on the look-out!

Scan for Safety and Danger
(keeps us alive)

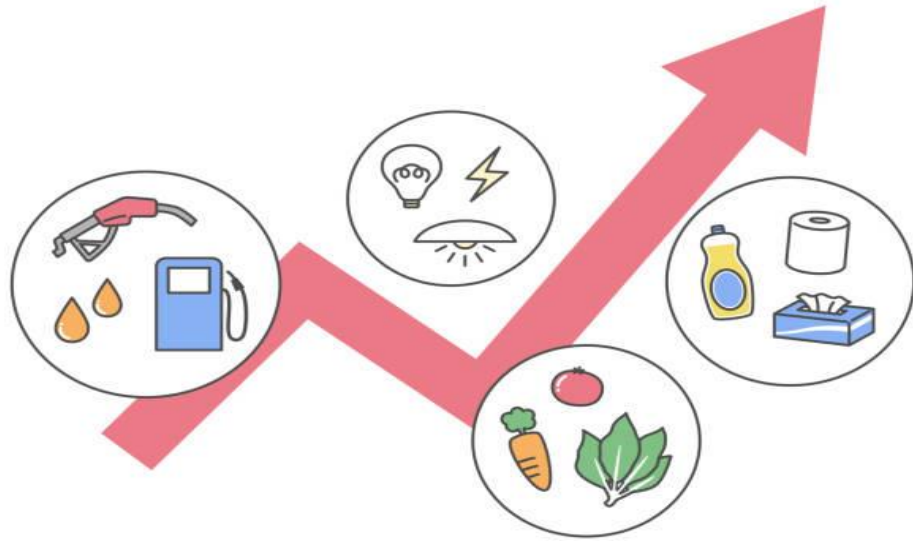
Sort for Easy over Effortful
(keeps us energy positive)

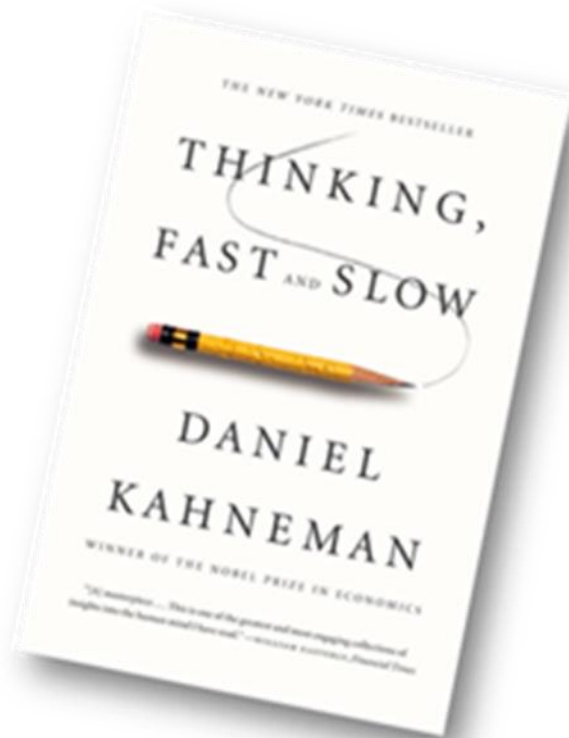
It develops routines and
habits by bundling sequences



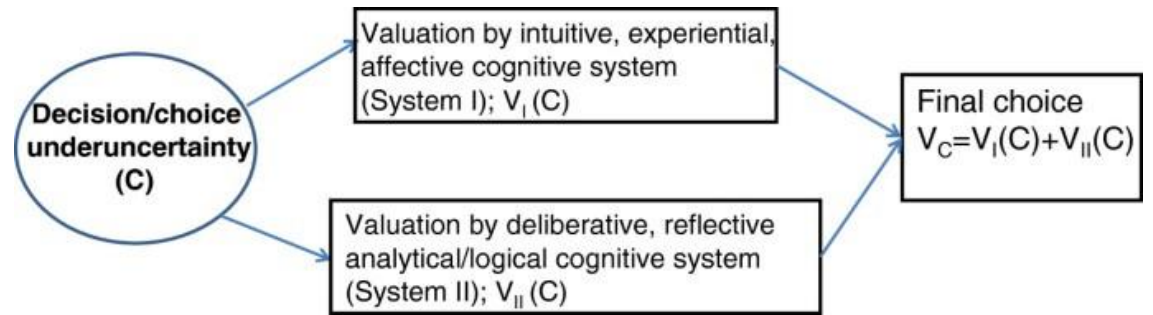
Energy and Economy of Action

- Energy budget – decision fatigue
- Perception-action links (scaling)
- Managing and navigating life





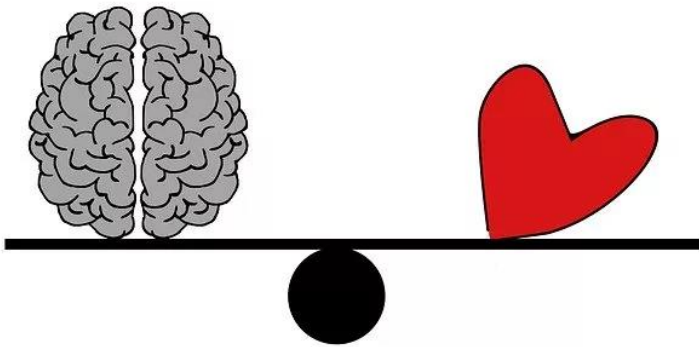
DANIEL KAHNEMAN



I -- EFFORTLESS

II -- EFFORTFUL

Dual process theory
You are MORE than
what you think you
are!



The Two Systems Compared

The Two Systems Compared

System 1 – Intuitive

Effortless and Fast

I can do this all day

Automatic

Can detect hostility

Likes and creates shortcuts

Originates impressions,
intuitions, and gut feelings

Throws manual out and wings it

System 2 – Deliberative

Effortful and Slow

I can do this for short periods of time

Voluntary

Monitors appropriateness of own behavior

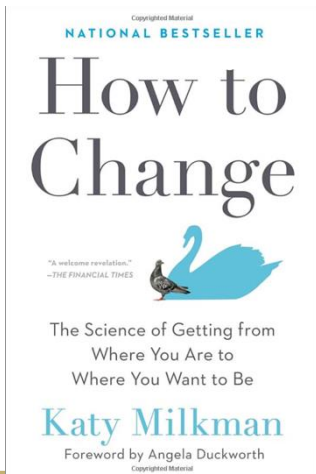
Can fill out a FAFSA form

Proceeds carefully, methodically,
and logically

Assembles IKEA furniture

Habits, Routines, and Skills

Changes the energy equation of action
Moves action from System 2 to System 1
Shifts how the world shows up
Opens / reveals possibilities for action



“Achieving transformative change is more like treating a chronic disease than curing a rash.”

“One size fits all strategies won’t get you nearly as far as tailored attacks on what stands in your way.”

Perception and Action Group Discussion



- When did you acquire a new skill?
- What motivated you?
- How did you improve your skill?
- What can you do now that you couldn't do before?
- Has the skill changed the way you perceive your environment?

Questions...questions...questions

What if you made a plan to implement a habit of ethical reasoning?

What might stand in your way?

What would it take?

Who would have to be on board?



Working With Scenarios

Working with Moral Situations

Ethical reasoning gets a grip on the world in **MORAL SITUATIONS**

We work with two types:

- In real life (moral moments)
- Imaginary situations (scenarios)



Moral Tension

A good moral moment / scenario has **MORAL TENSION**

The decision can't be obvious because the situation never gets kicked to System 2.

The tension often comes from competing 8KQ considerations.

Example: I am a physician and a patient wants more pain medication.

Empathy may say “yes, I care about you and I will give the medication”

But clinical / professional codes may prohibit giving them.

The tension can come from multiple roles / wearing multiple “hats.”

Example: I am on the admission committee for a performing group or a social club, and one of my friends wants to get in, but my friend isn't as qualified as others who are applying. Should I give the last spot to your friend?

Example: I am both a parent and a teacher. Those two roles can be in conflict. If one of my sons has an event but I also have a lecture to finish, what should I do? I cannot be a good parent AND a good teacher at the same time.

The Tension can be tragic – this is a moral dilemma (involves a violation and/or harm)



Limited Resources

- Human beings are finite creatures because we have bodies
- Even if you are rich, and money is of no concern, you can still only wear one pair of pants at a time, drive one car at a time, and eat one meal at a time.
- We cannot have everything, do everything, be everywhere.
- For most of us, time and money and space are limited resources.
- The pressures of all three can produce ethical situations. (Example: Sacrifice a safety check to meet a deadline).
- With limited resources comes difficult choices (not always).
- Who gets the vaccine, the ventilator, the life-vest, the room?
- Sometimes it is a trolley-car "save as many as you can" problem...but what about a rule such as "women and children first"? Do you go for strict numbers or are there other important criteria?

Sources of Inspiration

- Your own experience – from life, school, work, or teams
 - Construct a scenario from a situation that is familiar to you
- Stories – movies, novels, short stories
 - Characters in movies often face difficult choices and those choices often have consequences, which the character then has to navigate.
 - Example: Whistleblower movies, family or work drama
- The news – what is happening in the world
 - Example: Free market economy and ventilators / protective equipment. Should the highest bidder get the resource?
 - Example: Clean water in the town is going to a company (say, Coke/Pepsi/Nestle) not the people and they are getting sick.

Dial It Up with Details

- Consider the 8KQ and which key questions are or are not “active”
- How might adding a detail or details involve more of the 8KQ or heighten the tension?

Examples...

- My friend is on that boat!
- But I made a promise to be at the baseball game!
- The company has been lying to us
- She's my MOTHER! (Freudians love this twist)

Dial It Up with Characters and Perspectives

- A scenario often includes multiple characters, points of view, and interests
- Each of these may have moral questions of their own and often what may seem “fair” or “empathic” or “good outcome” for one is not so obvious from another point of view
- Consider the characters in your scenario or maybe adding a character.

Noticing Patterns

Pattern identification and recognition might help with moral perception

“Two Hats”

“Something better comes along...”

“Classic dilemma” (Example, Freedom vs. Safety or Privacy vs. Security)

“Should I stay?” (job, relationship, etc.)

“Should I keep it secret?” (third person, confidentiality, etc.)

“My friend group or my values?”

“Should I break an agreement because it's the right thing to do?”

“Should I tell a noble lie?”

“We have the technology, should we use it?”

CREATE A SCENARIO

Work in teams

Brainstorm ideas for a scenario

Identify Moral Tension

Dial it up by adding details and characters

Fill out an Ethics Brief

Ethical Reasoning in Action

Training and Essay Rating for

Initi8

July 2026

Keston Fulcher

James Madison University

Goals...

- Become familiar with the 8KQ essay and rubric
- Apply rubric to two practice essays
- Discuss how ER essays and the rubric might be used in your class

Background (Short!)



**The magic of
“doing the right thing”
is found in the quality
of your questions.**

THE EIGHT KEY QUESTIONS

**Fairness • Outcomes
Responsibilities • Character • Liberty
Empathy • Authority • Rights**

 **Ethical
Reasoning
in Action**
JAMES MADISON UNIVERSITY.

Student Learning Outcomes (SLO)



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- SLO 1 Memorization
- SLO 2 Identification Simple
- SLO 3 Identification Complex
- SLO 4 Application Generic
- SLO 5 Application Personal
- SLO 6 Importance
- SLO 7 Confidence

To their own ethical situation or dilemma, students will evaluate courses of action by applying (weighing and, if necessary, balancing) the considerations raised by the 8KQ.



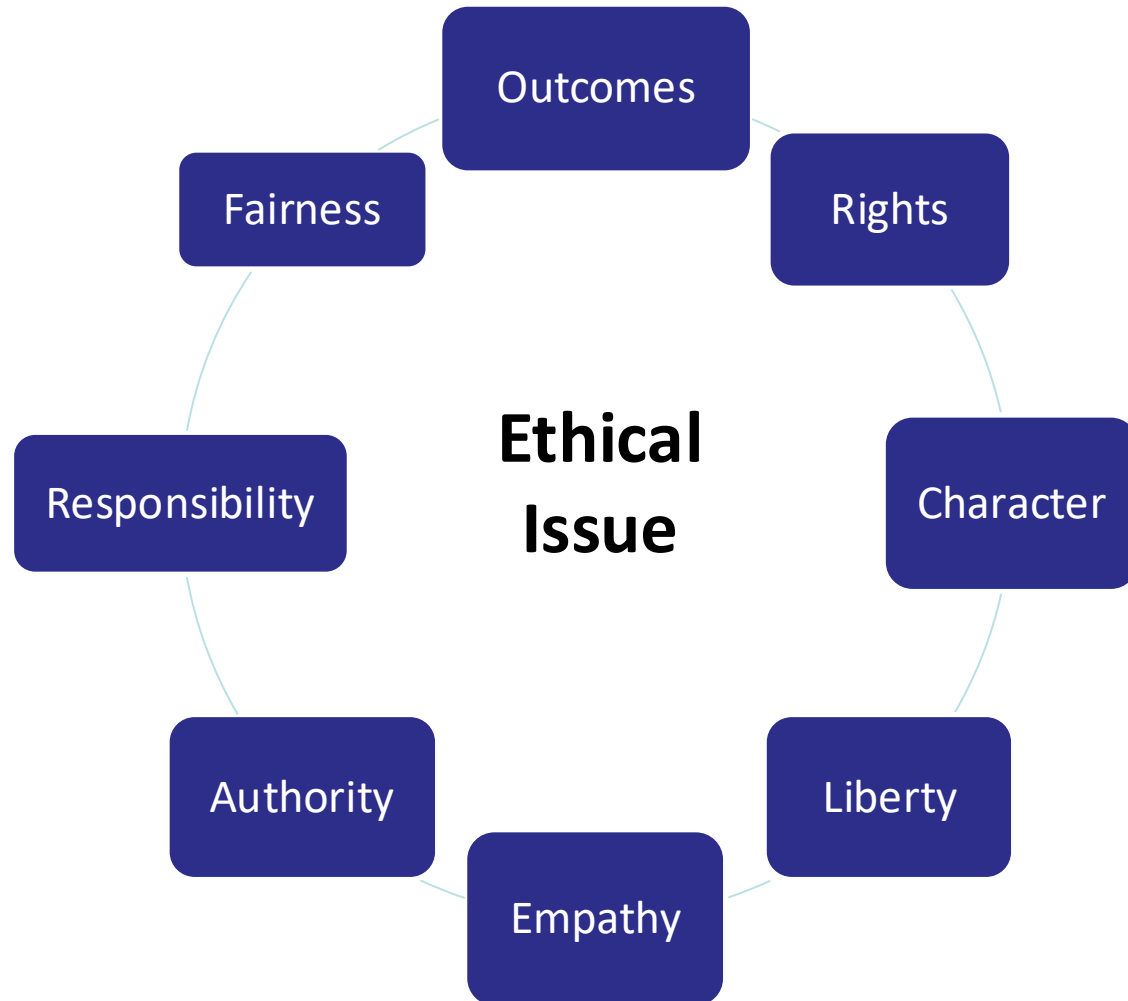
Understanding the Process

Showing mental moves

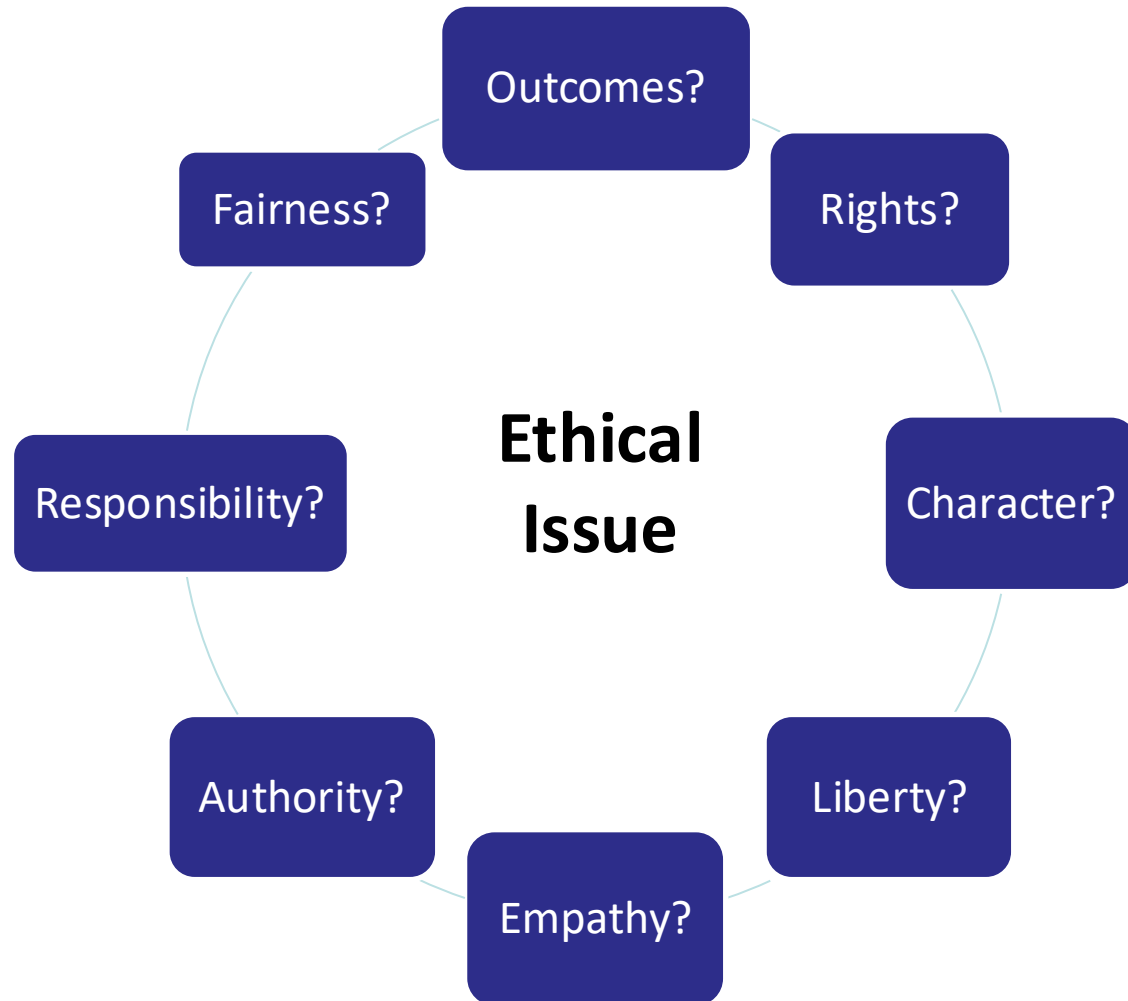
The Eight Key Questions (8KQ)



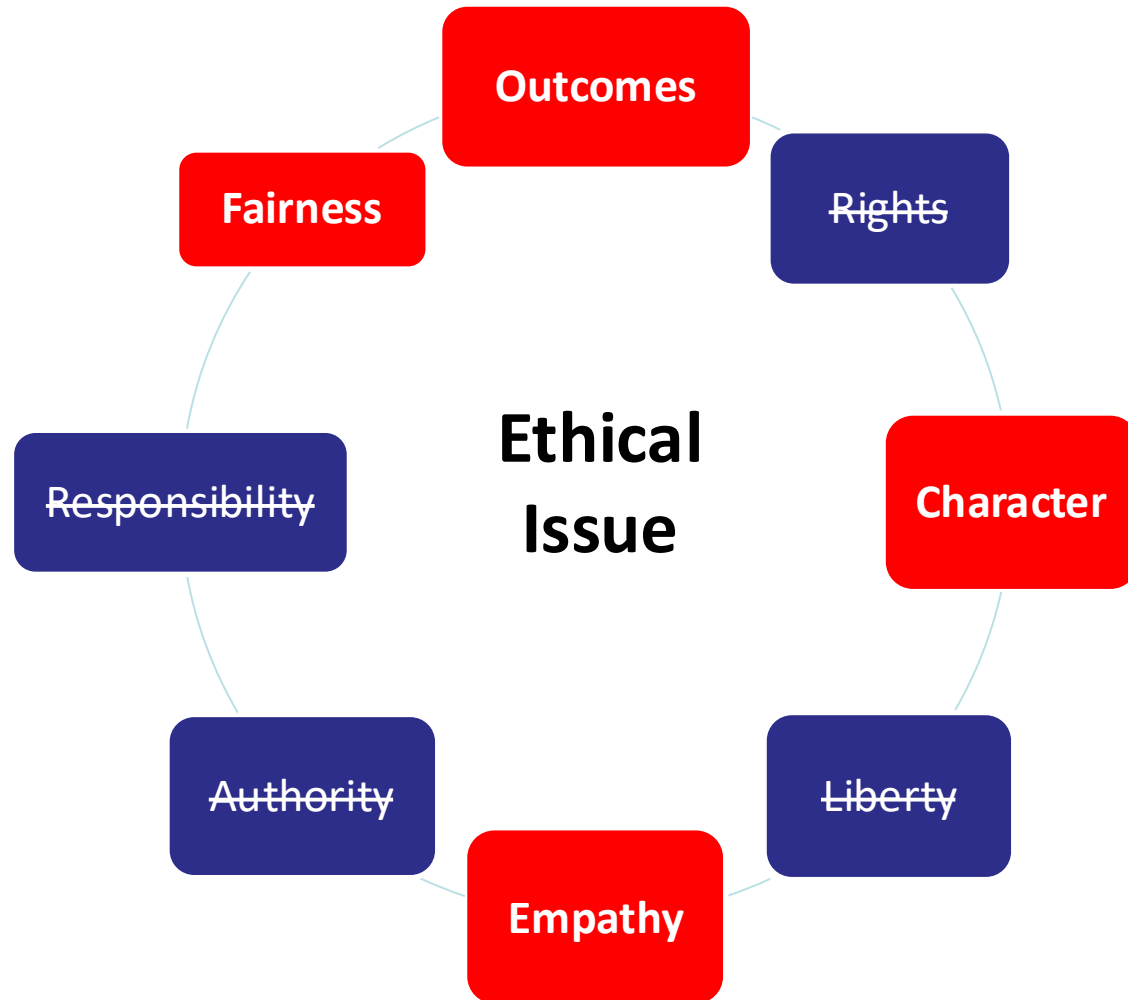
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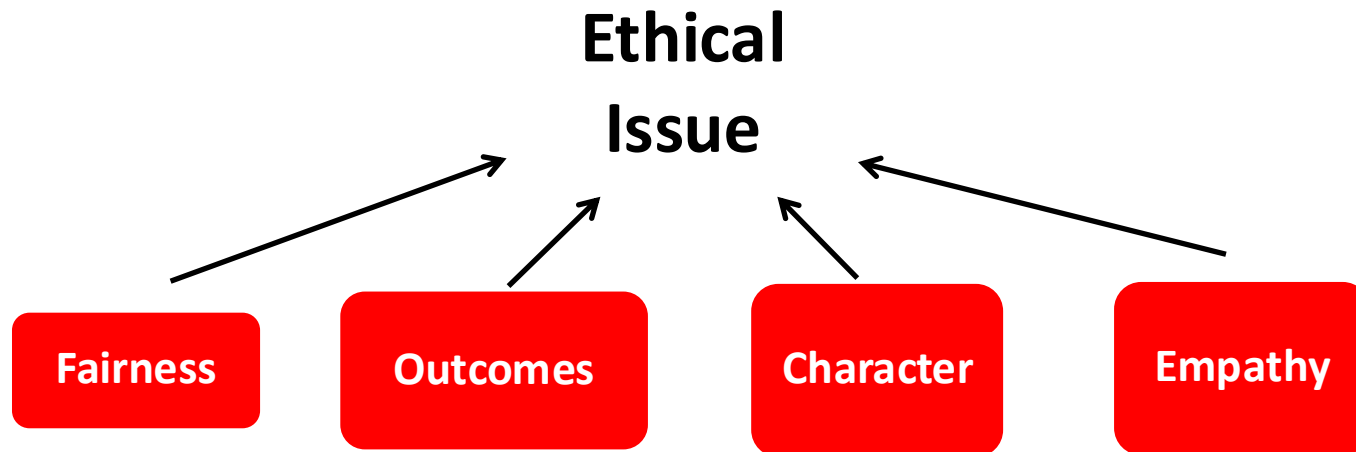
Which Apply?



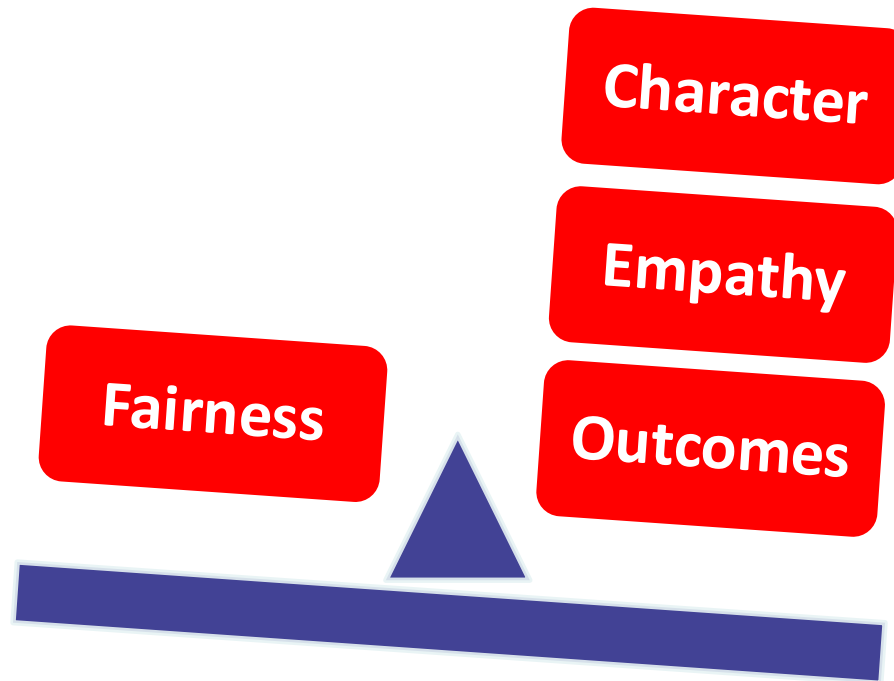
Which Apply?



Conduct Analyses



Weigh and Decide



Rating Practice

- Make sure you have...
 - Prompt
 - Rubric
 - Synonym Sheet
 - 8 Key Questions Sheet
 - Two Practice Essays
- You MAY Use ½ Points on Rubric
- Mark/Circle Directly on Rubric

James Madison University's Ethical Reasoning Rubric

Insufficient 0	Marginal 1	Good 2	Excellent 3	Extraordinary 4	Score
A. Ethical Situation: Identifying ethical issue in its context					
No reference to decision option(s).	Implicit reference to decision options AND/OR little context given regarding decision option(s).	Explicit but unorganized reference to decision option(s) and context.	Clear description of decision option(s) and context.	Meets criteria for <i>Excellent</i> AND... - Context treated with nuance - Builds tension with organization and word choice.	
B. Key Question Reference: Mentioning the 8 KQs or equivalent terms					
Reference to zero or only one key question.	Vague references to key questions OR only <u>two</u> key questions referenced.	References <u>four</u> key questions.	References <u>six</u> key questions.	References all <u>eight</u> key questions.	
C. Key Question Applicability: Describing which of the 8 KQs are applicable or not applicable to the situation and why					
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SPECIAL NOTE: If author identifies fewer than three applicable KQs, then Criteria "D" and "E" can be scored no higher than (1) "Marginal"*					
D. Ethical Reasoning: Analyzing individual KQs					
No attempt to analyze any of the <u>referenced</u> key questions.	Analysis attempted using two or more key questions. Typically <u>incorrect</u> ascription of the key questions to the ethical situation. Account is <u>unclear, disorganized, or inaccurate</u> .	Analysis attempted using three or more key questions. <u>Basically</u> accurate ascription of the key questions to the ethical situation. Account is <u>unclear or disorganized</u> .	Analysis attempted using three or more key questions. <u>Accurate</u> ascription of the key questions to the ethical situation. Account is <u>clear and organized</u> .	Meets criteria for <i>Excellent</i> AND... Nuanced treatment of key questions, for example: - elucidates subtle distinctions - uses analogies or metaphors - considers different issues within same key question.	
SPECIAL NOTE: If Criterion "D" is scored a 0 or 1 then Criterion "E" can be scored no higher than (1) "Marginal"*					
E. Ethical Reasoning: Weighing the relevant factors and deciding					
No judgment is presented OR judgment presented with no rationale.	Uses products of the analysis and provides some weighing to make a decision. Account is <u>unclear, disorganized, or inaccurate</u> .	Conveys weighing approach using analysis products. Provides an <u>intelligible</u> basis for judgment.	Meets criteria for <i>Good</i> AND.... Logically terminates in decision that will be reached.	Meets criteria for <i>Excellent</i> AND... Products of analysis weighed to make judgment <u>compelling</u>.	

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Ethical Issue



Repeat after me.

This Rubric Is...

Not Perfect.

But Many People...

Find It Useful!

Understand the Context



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Ethical Reasoning-WRAM Prompt

Often in life, we encounter situations that are ethically complicated. For example, if you saw a hungry child steal fruit from a grocery store, you would likely think of many reasons to report the person and many reasons not to do so. The faculty and staff at JMU are interested in the ethical reasoning thought process, such as the Eight Key Question (8KQ) approach, in which students engage when confronted with such situations.

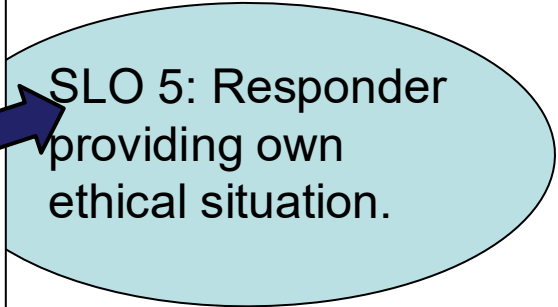
For this assessment, please...

- (1) Explain a complicated, ethically significant choice you faced: choice that required a lot of thinking and deliberation.
- (2) Indicate the ethical considerations that you deem relevant to this particular situation and why, as well as which ones are not relevant and why.
- (3) Be sure to clarify your ethical reasoning process as much as possible. Try to provide an ethical analysis that is as rich and multifaceted as possible. An example ethical reasoning process is the 8KQ strategy.
- (4) Lastly, be sure to say what decision you made and why.

You will have 60 minutes to compose this essay. Your document should contain no fewer than 250 words.

Please feel free to express whatever opinions you might hold. Your essay will NOT be evaluated on what decision was made, but rather the clarity and complexity of the thought process underlying that decision.

Thank you!



SLO 5: Responder
providing own
ethical situation.



Onto the assessment...

First, read the entire essay! Library Fortune Essay Example

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Recently, my girlfriend and I went to the library. While standing in line to check out a book, I noticed what appeared to be a \$100.00 bill lying on the ground. I cautiously looked around, but nobody seemed to be paying attention. When I grabbed the money and quickly placed it in my pocket, I noticed something funny: there was more than one bill. After checking out the book and stepping outside of the library, I took the wad out and my girlfriend and I counted it - one, two, three, four, five one hundred dollar bills. Yes, we had stumbled across five hundred dollars. Immediately I was excited.

Thoughts of purchasing the latest gaming system ran through my head. Then other thoughts began crossing my mind that made me more conflicted. Is it right for me to keep the money or should I try to locate the person who lost it and return it? Those were the two decision pathways associated with the ethical situation. The situation became more complex too. Catching wind of this windfall, my girlfriend's mother told her, "If he (I) were to turn the money back in, he'd be a fool." Unfortunately, my girlfriend adopted her mother's perspective. I was in a bind. No option was easy. What follows is how I approached the problem framed in the Key Question approach.

First, I thought about what considerations could be ruled out and which ones were at play. Empathy, liberty, outcomes, and responsibility could be ruled out. I didn't know the person who lost the money, thus I didn't feel deeply (empathize) for him or her other than perhaps a universal sense of feeling for human beings. The issue at hand didn't really have to do with restricting my choices, or any other "actor" in the situation, ruling out liberty. It is not clear to me how keeping this money or giving it back would net a difference regarding overall happiness or some other outcome across many people. Finally, I had no specific obligation or duty to the person who lost the money. Perhaps I could make an argument for how each of these aforementioned considerations relate to my decision. Nevertheless, they would be convoluted. On the other hand, rights, character, fairness, and authority are much more clearly related to the ethical situation.

From a rights perspective, the right to property comes to mind. That is, there is some accepted ownership rights between someone and some object.

Assuming that the person who dropped the money "owned it" then that money belonged to him or her. If I were to take the money, I would be violating that person's right to own it. Nevertheless, conventional wisdom suggested there could be a rule that trumps the ownership right: finders, keepers. There could be less extreme examples where one could argue that a person lost his/her right to the \$500.

For instance, if no one rightfully claimed the money over a six month time, then the property may not apply because of some limitations rule. After some consideration I still think that the person who lost the money still should have rights to it. If a father lost an 8-yr old child at a mall for a few minutes, it doesn't seem reasonable that another family could claim that child as their own. In my case, someone likely dropped the \$500 mere seconds before I picked it up. Certainly the "dropper" had more rights to the money at that time than I did.

From a character perspective, I see myself as someone who does not benefit from the misfortune of others. One can assume that the money was unintentionally lost and, if unrecovered, the original owner would be quite distressed. Clearly taking the money without trying to reunite it with the original owner would stand in contrast to the person I wanted to be. Looking at the issue from a fairness perspective would also conclude that I should find the owner. Is it fair for someone who lost money for a mere seconds to lose ownership of it? Is it fair for someone who is "at the right place at the right time" to just pick up \$500 without giving a 2nd thought to his right (or lack thereof) over the money?

The last consideration is authority. Anyone questioning my past girlfriend's power or her mother's hasn't had many interactions with either. They argued that I should keep the money. By trying to find the owner, therefore, I would be pushing against this authority.

Taking these four relevant perspectives into consideration, I chose to attempt returning the money to its rightful owner. Rights, character, and fairness all pointed to giving the money back. To me, the right of ownership, is still a bit abstract. So, I think the fairness and character perspectives were the considerations most powerful in my decision process. Going against my girlfriend and her mother was difficult, but I didn't share their perspective.

For closure, I was able to locate the original owner. I called up the library and said that I had found a sum of money, but did not disclose how much. I told the library to have any person who called them about losing money to contact me. Within a day, a student contacted me and said he had lost \$500.00. He had saved that money and was planning on buying a stereo. I gave the money back and he and his family took me out to dinner. I obviously didn't give the money back expecting a dinner but it was nice reward for doing the "right" thing.

The girlfriend and I are no longer dating.

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Recently, my girlfriend and I went to the library. While standing in line to check out a book, I noticed what appeared to be a \$100.00 bill lying on the ground. I cautiously looked around, but nobody seemed to be paying attention. When I grabbed the money and quickly placed it in my pocket, I noticed something funny: there was more than one bill. After checking out the book and stepping outside of the library, I took the wad out and my girlfriend and I counted it - one, two, three, four, five one hundred dollar bills. Yes, we had stumbled across five hundred dollars. Immediately I was excited. Thoughts of purchasing the latest gaming system ran through my head. Then other thoughts began crossing my mind that made me more conflicted. Is it right for me to keep the money or should I try to locate the person who lost it and return it? Those were the two decision pathways associated with the ethical situation. The situation became more complex too. Catching wind of this windfall, my girlfriend's mother told her, "If he (I) were to turn the money back in, he'd be a fool." Unfortunately, my girlfriend adopted her mother's perspective. I was in a bind. No option was easy. What follows is how I approached the problem framed in the Key Question approach.

First, I thought about what considerations could be ruled out and which ones were at play. Empathy, liberty, outcomes, and responsibility could be ruled out. I didn't know the person who lost the money, thus I didn't feel deeply (empathize) for him or her other than perhaps a universal sense of feeling for human beings. The issue at hand didn't really have to do with restricting my choices, or any other "actor" in the situation, ruling out liberty. It is not clear to me if there were any other considerations that could be ruled out.

A. Ethical Situation: Identifying ethical issue in its context			
No reference to decision option(s).	Implicit reference to decision options AND/OR little context given regarding decision option(s).	Explicit but unorganized reference to decision option(s) and context.	Clear description of decision option(s) and context.

From a rights perspective, the right to property comes to mind. That is, there is some accepted ownership rights between someone and some object. Assuming that the person who dropped the money "owned it" then that money belonged to him or her. If I were to take the money, I would be violating that person's right to own it. Nevertheless, conventional wisdom suggested there could be a rule that trumps the ownership right: finders, keepers. There could be less extreme examples where one could argue that a person lost his/her right to the \$500.

For instance, if no one rightfully claimed the money over a six month time, then the property may not apply because of some limitations rule. After some consideration I still think that the person who lost the money still should have rights to it. If a father lost an 8-yr old child at a mall for a few minutes, it doesn't seem reasonable that another family could claim that child as their own. In my case, someone likely dropped the \$500 mere seconds before I picked it up. Certainly the "dropper" had more rights to the money at that time than I did.

From a character perspective, I see myself as someone who does not benefit from the misfortune of others. One can assume that the money was unintentionally lost and, if unrecovered, the original owner would be quite distressed. Clearly taking the money without trying to reunite it with the original owner would stand in contrast to the person I wanted to be. Looking at the issue from a fairness perspective would also conclude that I should find the owner. Is it fair for someone who lost money for a mere seconds to lose ownership of it? Is it fair for someone who is "at the right place at the right time" to just pick up \$500 without giving a 2nd thought to his right (or lack thereof) over the money?

The last consideration is authority. Anyone questioning my past girlfriend's power or her mother's hasn't had many interactions with either. They argued that I should keep the money. By trying to find the owner, therefore, I would be pushing against this authority.

Meets criteria for <i>Excellent</i> AND...
- Context treated with nuance - Builds tension with organization and word choice.

said that I had found a sum of money, but did not disclose how much. I told the library to have any person who called them about losing money to contact me. Within a day, a student contacted me and said he had lost \$500.00. He had saved that money and was planning on buying a stereo. I gave the money back and he and his family took me out to dinner. I obviously didn't give the money back expecting a dinner but it was nice reward for doing the "right" thing. The girlfriend and I are no longer dating.

Recently, my girlfriend and I went to the library. While standing in line to check out a book, I noticed what appeared to be a \$100.00 bill lying on the ground. I cautiously looked around, but nobody seemed to be paying attention. When I grabbed the money and quickly placed it in my pocket, I noticed something funny: there was more than one bill. After checking out the book and stepping outside of the library, I took the wad out and my girlfriend and I counted it. One, two, three, four, five, six, hundred dollar bills. Yes, six

B. Key Question Reference: Mentioning the 8 KQs or equivalent terms				
Reference to zero or only one key question.	Vague references to key questions OR only <u>two</u> key questions referenced.	References <u>four</u> key questions.	References <u>six</u> key questions.	References all <u>eight</u> key questions.

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First, I thought about what considerations could be ruled out and which ones were at play. Empathy, liberty, outcomes, and responsibility could be ruled out. I didn't know the person who lost the money, thus I didn't feel able to (empathize) for him or her other than perhaps a universal human beings. The issue at hand didn't really have to do with my choices, or any other "actor" in the situation, ruling out liberty to me how keeping this money or giving it back would make a difference regarding overall happiness or some other outcome across many people. Finally, I had no specific obligation or duty to the person who lost the money. Perhaps I could make an argument for how each of these aforementioned considerations relate to my decision. Nevertheless, they would be convoluted. On the other hand, rights, character, fairness, and authority are much more clearly related to the ethical situation.

From a rights perspective, the right to property comes to mind. That is, there is some accepted ownership rights between someone and some object. Assuming that the person who dropped the money "owned it" then that money belonged to him or her. If I were to take the money, I would be violating that person's right to own it. Nevertheless, conventional wisdom suggested there could be a rule that trumps the ownership right: finders, keepers. There could be less extreme examples where one could argue that a person lost his/her right to the \$500.

For instance, if no one rightfully claimed the money over a six month time, then the property may not apply because of some limitations rule. After some consideration I still think that the person who lost the money still should have rights to it. If a father lost an 8-yr old child at a mall for a few minutes, it doesn't seem reasonable that another family could claim that child as their own. In my case, someone likely dropped the \$500 mere seconds before I picked it up. Considering the "tiny time" he had more rights to the money at that

it

original owner would stand in contrast to the person I wanted to be. Looking at the issue from a fairness perspective would also conclude that I should find the owner. Is it fair for someone who lost money for a mere seconds to lose ownership of it? Is it fair for someone who is "at the right place at the right time" to just pick up \$500 without giving a 2nd thought to his right (or lack thereof) over the money?

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Taking these four relevant perspectives into consideration, I chose to attempt returning the money to its rightful owner. Rights, character, and fairness all pointed to giving the money back. To me, the right of ownership, is still a bit abstract. So, I think the fairness and character perspectives were the considerations most powerful in my decision process. Going against my girlfriend and her mother was difficult, but I didn't share their perspective. For closure, I was able to locate the original owner. I called up the library and said that I had found a sum of money, but did not disclose how much. I told the library to have any person who called them about losing money to contact me. Within a day, a student contacted me and said he had lost \$500.00. He had saved that money and was planning on buying a stereo. I gave the money back and he and his family took me out to dinner. I obviously didn't give the money back expecting a dinner but it was nice reward for doing the "right" thing.

The girlfriend and I are no longer dating.

Synonyms

Recently, my girlfriend and I went to the library. While standing in line to check out a book, I noticed what appeared to be a \$100.00 bill lying on the ground. I cautiously looked around, but nobody seemed to be paying attention. When I grabbed the money and quickly placed it in my pocket, I noticed something funny: there was more than one bill. After checking out the book, I noticed that the money was gone. I was left with a \$100.00 bill and a \$100.00 bill.

C. Key Question Applicability: Describing which of the 8 KQs are applicable or not applicable to the situation and why				
No rationale provided for the applicability or inapplicability of any KQs to the ethical situation.	Provides a rationale for the applicability or inapplicability of two key questions to the ethical situation.	Provides a rationale for the applicability or inapplicability of four key questions to the ethical situation.	Provides a rationale for the applicability or inapplicability of six key questions to the ethical situation.	For all <u>eight</u> questions provides a rationale for its applicability or inapplicability to the ethical situation.
SPECIAL NOTE: If author identifies fewer than three applicable KQs, then Criteria "D" and "E" can be scored no higher than (1) "Marginal"				

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D. Ethical Reasoning: Analyzing individual KQs					
No attempt to analyze any of the referenced key questions.	Analysis attempted using two or more key questions. Typically incorrect ascription of the key questions to the ethical situation. Account is unclear, disorganized, or inaccurate.	Analysis attempted using three or more key questions. Basically accurate ascription of the key questions to the ethical situation. Account is unclear or disorganized.	Analysis attempted using three or more key questions. Accurate ascription of the key questions to the ethical situation. Account is clear and organized.	Meets criteria for Excellent AND... Nuanced treatment of key questions, for example: • elucidates subtle distinctions • uses analogies or metaphors • considers different issues within same key question.	pt 1 t nd act
SPECIAL NOTE: If Criterion "D" is scored a 0 or 1 then Criterion "E" can be scored no higher than (1) "Marginal"					

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E. Ethical Reasoning: Weighing the relevant factors and deciding					
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James Madison University's Ethical Reasoning Rubric

Insufficient 0	Marginal 1	Good 2	Excellent 3	Extraordinary 4	Score
A. Ethical Situation: Identifying ethical issue in its context					
No reference to decision option(s).	Implicit reference to decision options AND/OR little context given regarding decision option(s).	Explicit but unorganized reference to decision option(s) and context.	Clear description of decision option(s) and context.	Meets criteria for <i>Excellent</i> AND... - Context treated with nuance - Builds tension with organization and word choice.	
B. Key Question Reference: Mentioning the 8 KQs or equivalent terms					
Reference to zero or only one key question.	Vague references to key questions OR only <u>two</u> key questions referenced.	References <u>four</u> key questions.	References <u>six</u> key questions.	References all <u>eight</u> key questions.	
C. Key Question Applicability: Describing which of the 8 KQs are applicable or not applicable to the situation and why					
No rationale provided for the applicability or inapplicability of any KQs to the ethical situation.	Provides a rationale for the applicability or inapplicability of <u>two</u> key questions to the ethical situation.	Provides a rationale for the applicability or inapplicability of <u>four</u> key questions to the ethical situation.	Provides a rationale for the applicability or inapplicability of <u>six</u> key questions to the ethical situation.	For all <u>eight</u> questions provides a rationale for its applicability or inapplicability to the ethical situation.	
SPECIAL NOTE: If author identifies fewer than three applicable KQs, the criteria "D" and "E" can be scored no higher than (1) "Marginal". A large black checkmark is drawn over this row.					
D. Ethical Reasoning: Analyzing individual KQs					
No attempt to analyze any of the <u>referenced</u> key questions.	Analysis attempted using two or more key questions. Typically <u>incorrect</u> ascription of the key questions to the ethical situation. Account is <u>unclear, disorganized, or inaccurate</u> .	Analysis attempted using three or more key questions. <u>Basically</u> accurate ascription of the key questions to the ethical situation. Account is <u>unclear or disorganized</u> .	Analysis attempted using three or more key questions. <u>Accurate</u> ascription of the key questions to the ethical situation. Account is <u>clear and organized</u> .	Meets criteria for <i>Excellent</i> AND... Nuanced treatment of key questions, for example: - elucidates subtle distinctions - uses analogies or metaphors - considers different issues within same key question.	
SPECIAL NOTE: If Criterion "D" is scored a 0 or 1 then Criterion "E" can be scored no higher than (1) "Marginal". A large black checkmark is drawn over this row.					
E. Ethical Reasoning: Weighing the relevant factors and deciding					
No judgment is presented OR judgment presented with no rationale.	Uses products of the analysis and provides some weighing to make a decision. Account is <u>unclear, disorganized, or inaccurate</u> .	Conveys weighing approach using analysis products. Provides an <u>intelligible</u> basis for judgment.	Meets criteria for <i>Good</i> AND... Logically terminates in decision that will be reached.	Meets criteria for <i>Excellent</i> AND... Products of analysis weighed to make judgment <u>compelling</u>.	

I Would Let You Copy Example



THE CENTER FOR
**ASSESSMENT &
RESEARCH**
STUDIES

There have been multiple occasions when I have encountered a situation where a friend of mine forgot to study for an exam. They are in a panic when they realize the exam is in an hour. Instead of trying to cram super fast, they ask if they can copy my answers when it comes time for the exam. When processing the situation at hand, the first concern that comes to mind is, "What is the outcome?" I begin to wonder what happens if I get caught and if my friend will get mad if I refuse. Then I process that his test is none of my responsibility. It is his responsibility to study and keep track of when exams are. It is irresponsible to not keep track of test dates and times. The only responsibility I hold to myself in this situation is to focus on my exam, review what I studied, and have a positive attitude going into the test. As my friend, they believe they have a right to my test answers because they assume what is mine is theirs. This is not how it works in a classroom setting. My friend starts to make me feel bad for them by saying "If it was you, I'd let you copy my answers!" There are many reasons running through my head to help my friend. I feel almost obligated to help them during the test. There are many ways I could solve this problem. I could tell them I do not feel comfortable cheating on the exam, I do not want to get caught, or I did not study enough. Those previously listed are ways I could get out of the situation. I also began to process what would happen if we got caught. It would be considered an honor code violation and go on both our permanent records. It was too risky. The only positive outcome is not getting caught, which is a slim chance. In this case, the safe outcomes outweighed the positive. This is a relevant issue that seems to take place in young adults. These individuals will sometimes forget to study the material on the exam and go straight into a panic. When they begin to panic they go straight to cheating. Most will allow their friend to cheat off of them because they do not want him getting mad. In the end, I made the decision to explain to my friend I was not comfortable with sharing my answers because of the possible consequences. He was not mad or upset with me. He explained that he understood and did not want to risk getting in so much trouble for one exam. I am glad I made this decision because it showed both of us what could have happened had we cheated. Together we were able to make a decision that benefited us both by not putting ourselves in a place to get in a serious amount of trouble.

James Madison University's Ethical Reasoning Rubric

Insufficient 0	Marginal 1	Good 2	Excellent 3	Extraordinary 4	Score
A. Ethical Situation: Identifying ethical issue in its context					
No reference to decision option(s).	Implicit reference to decision options AND/OR little context given regarding decision option(s).	Explicit but unorganized reference to decision option(s) and context.	Clear description of decision option(s) and context.	Meets criteria for <i>Excellent</i> AND... - Context treated with nuance - Builds tension with organization and word choice.	
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No attempt to analyze any of the <u>referenced</u> key questions.	Analysis attempted using two or more key questions. Typically <u>incorrect</u> ascription of the key questions to the ethical situation. Account is <u>unclear, disorganized, or inaccurate</u> .	Analysis attempted using three or more key questions. <u>Basically</u> accurate ascription of the key questions to the ethical situation. Account is <u>unclear or disorganized</u> .	Analysis attempted using three or more key questions. <u>Accurate</u> ascription of the key questions to the ethical situation. Account is <u>clear and organized</u> .	Meets criteria for <i>Excellent</i> AND... Nuanced treatment of key questions, for example: - elucidates subtle distinctions - uses analogies or metaphors - considers different issues within same key question.	
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Decision Options & Context



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No reference to decision option(s).	Implicit reference to decision options AND/OR little context given regarding decision option(s).	Explicit but unorganized reference to decision option(s) and context.	Clear description of decision option(s) and context.	Meets criteria for <i>Excellent</i> AND...	1g
				- Context treated with nuance - Builds tension with organization and word choice.	

track of test dates and times. The only responsibility I hold to myself in this situation is to focus on my exam, review what I studied, and have a positive attitude going into the test. As my friend, they believe they have a right to my test answers because they assume what is mine is theirs. This is not how it works in a classroom setting. My friend starts to make me feel bad for them by saying "If it was you, I'd let you copy my answers!" There are many reasons running through my head to help my friend. I feel almost obligated to help them during the test. There are many ways I could solve this problem. I could tell them I do not feel comfortable

Most will allow their friend to cheat off of them because they do not want him getting mad. In the end, I made the decision to explain to my friend I was not comfortable with sharing my answers because of the possible consequences. He was not mad or upset with me. He explained that he understood and did not want to risk getting in so much trouble for one exam. I am glad I made this decision because it showed both of us what could have happened had we cheated. Together we were able to make a decision that benefited us both by not putting ourselves in a place to get in a serious amount of trouble.

8 KQ mentioning...



There have been multiple occasions when I have encountered a situation where a friend of mine forgot to study for an exam. They are in a panic when they realize the exam is in an hour. Instead of trying to cram super fast, they ask if they can copy my answers when it comes time for the exam. When processing the situation at hand, the first concern that comes to mind is, "What is the outcome?" I begin to wonder what happens if I get caught and if my friend will get mad if I refuse. Then I process that his test is none of my responsibility. It is his responsibility to study and keep track of when exams are. It is irresponsible to not keep

B. Key Question Reference: Mentioning the 8 KQs or equivalent terms					
Reference to zero or only one key question.	Vague references to key questions OR only <u>two</u> key questions referenced.	References <u>four</u> key questions.	References <u>six</u> key questions.	References all <u>eight</u> key questions.	
Being in a panic to get answers, they ask if I can let them copy my answers because of the <u>a right</u> to my test answers because they assume <u>what is possible</u> consequences. He was not mad or upset with mine is theirs. This is not how it works in a classroom setting. My friend starts to make me feel bad for them by saying "If it was <u>you</u> , I'd let you copy my answers!" There are many reasons running through my head to help my friend. I feel almost obligated to help them during the test. There are many ways I could solve this problem. I could tell them I do not feel comfortable cheating on the exam, I do not want to get caught, or I did not study enough. Those previously listed are ways I could get out of the situation. I also began to process what would happen if we got caught. It would be considered an <u>honor code</u> violation and go on both our permanent records. It was too risky. The only positive outcome is not getting caught, which is a slim chance. In this case, the safe outcomes outweighed the positive. This is a relevant issue that seems to take place in young adults. This individuals will sometimes forget to study the material on the exam and go straight into a panic. When they begin to panic they go straight to cheating.					

Applicability



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+1

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+1 (+2 total)

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+1 (+3 total)

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+1 (+4 total)

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This issue that seems to take place in young individuals will sometimes forget to study for the exam and go straight into a panic. When they go straight to cheating, they put their friend to cheat off of them. I did not want him getting mad. In the end, I made the decision to explain to my friend I was not

+1 (+5 total)

C. Key Question Applicability: Describing which of the 8 KQs are applicable or not applicable to the situation and why					
No rationale provided for the applicability or inapplicability of any KQs to the ethical situation.	Provides a rationale for the applicability or inapplicability of two key questions to the ethical situation.	Provides a rationale for the applicability or inapplicability of four key questions to the ethical situation.	Provides a rationale for the applicability or inapplicability of six key questions to the ethical situation.	For all eight questions provides a rationale for its applicability or inapplicability to the ethical situation.	
SPECIAL NOTE: If author identifies fewer than three applicable KQs, then Criteria "D" and "E" can be scored no higher than (1) "Marginal".					

There are many reasons running through my head to what could have happened had we cheated. Together we were able to make a decision that benefited us both by not putting ourselves in a place to get in a serious amount of trouble.

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Analysis



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D. Ethical Reasoning: Analyzing individual KQs

No attempt to analyze any of the referenced key questions.	Analysis attempted using two or more key questions. Typically <u>incorrect</u> ascription of the key questions to the ethical situation. Account is <u>unclear, disorganized, or inaccurate.</u>	Analysis attempted using three or more key questions. <u>Basically accurate</u> ascription of the key questions to the ethical situation. Account is <u>unclear or disorganized.</u>	Analysis attempted using three or more key questions. <u>Accurate</u> ascription of the key questions to the ethical situation. Account is <u>clear and organized.</u>	Meets criteria for <i>Excellent</i> AND... Nuanced treatment of key questions, for example: • elucidates subtle distinctions • uses analogies or metaphors • considers different issues within same key question.
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****SPECIAL NOTE: If Criterion "D" is scored a 0 or 1 then Criterion "E" can be scored no higher than (1) "Marginal"****

There are many reasons running through my head to help my friend. I feel almost obligated to help them during the test. There are many ways I could solve this problem. I could tell them I do not feel comfortable

what could have happened had we cheated. Together we were able to make a decision that benefited us both by not putting ourselves in a place to get in a serious amount of trouble.

Weighing and Deciding

There have been multiple occasions when I have

cheating on the exam. I do not want to get caught or I

E. Ethical Reasoning: Weighing the relevant factors and deciding						YS S
No judgment is presented OR judgment presented with no rationale.	Uses products of the analysis and provides some weighing to make a decision. Account is unclear, disorganized, or	Conveys weighing approach using analysis products. Provides an <u>intelligible</u> basis for judgment.	Meets criteria for Good AND.... Logically terminates in decision that will be	Meets criteria for <i>Excellent</i> AND.... Products of analysis weighed to make judgment <u>compelling</u> .		

super fast, they ask if they can copy my answers when it comes time for the exam. When processing the situation at hand, the first concern that comes to mind is, "What is the outcome?" I begin to wonder what happens if I get caught and if my friend will get mad if I refuse. Then I process that his test is none of my responsibility. It is his responsibility to study and keep track of when exams are. It is irresponsible to not keep track of test dates and times. The only responsibility I hold to myself in this situation is to focus on my exam, review what I studied, and have a positive attitude going into the test. As my friend, they believe they have a right to my test answers because they assume what is mine is theirs. This is not how it works in a classroom setting. My friend starts to make me feel bad for them by saying "If it was you, I'd let you copy my answers!" There are many reasons running through my head to help my friend. I feel almost obligated to help them during the test. There are many ways I could solve this problem. I could tell them I do not feel comfortable

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James Madison University's Ethical Reasoning Rubric

Insufficient 0	Marginal 1	Good 2	Excellent 3	Extraordinary 4	Score
A. Ethical Situation: Identifying ethical issue in its context					
No reference to decision option(s).	Implicit reference to decision options AND/OR little context given regarding decision option(s).	Explicit but unorganized reference to decision option(s) and context.	Clear description of decision option(s) and context.	Meets criteria for <i>Excellent</i> AND... - Context treated with nuance - Builds tension with organization and word choice.	
B. Key Question Reference: Mentioning the 8 KQs or equivalent terms					
Reference to zero or only one key question.	Vague references to key questions OR only <u>two</u> key questions referenced.	References <u>four</u> key questions.	References <u>six</u> key questions.	References all <u>eight</u> key questions.	
C. Key Question Applicability: Describing which of the 8 KQs are applicable or not applicable to the situation and why					
No rationale provided for the applicability or inapplicability of any KQs to the ethical situation.	Provides a rationale for the applicability or inapplicability of <u>two</u> key questions to the ethical situation.	Provides a rationale for the applicability or inapplicability of <u>four</u> key questions to the ethical situation.	Provides a rationale for the applicability or inapplicability of <u>six</u> key questions to the ethical situation.	For all <u>eight</u> questions provides a rationale for its applicability or inapplicability to the ethical situation.	
SPECIAL NOTE: If author identifies fewer than three applicable KQs, then criteria "D" and "E" can be scored no higher than (1) "Marginal"					
D. Ethical Reasoning: Analyzing individual KQs					
No attempt to analyze any of the <u>referenced</u> key questions.	Analysis attempted using two or more key questions. Typically <u>incorrect</u> ascription of the key questions to the ethical situation. Account is <u>unclear, disorganized, or inaccurate</u> .	Analysis attempted using three or more key questions. <u>Basically</u> accurate ascription of the key questions to the ethical situation. Account is <u>unclear or disorganized</u> .	Analysis attempted using three or more key questions. <u>Accurate</u> ascription of the key questions to the ethical situation. Account is <u>clear and organized</u> .	Meets criteria for <i>Excellent</i> AND... - Nuanced treatment of key questions, for example: - elucidates subtle distinctions - uses analogies or metaphors - considers different issues within same key question.	
SPECIAL NOTE: If Criterion "D" is scored a 0 or 1 then Criterion "E" can be scored no higher than (1) "Marginal"					
E. Ethical Reasoning: Weighing the relevant factors and deciding					
No judgment is presented OR judgment presented with no rationale.	Uses products of the analysis and provides some weighing to make a decision. Account is <u>unclear, disorganized, or inaccurate</u> .	Conveys weighing approach using analysis products. Provides an <u>intelligible</u> basis for judgment.	Meets criteria for <i>Good</i> AND... Logically terminates in decision that will be reached.	Meets criteria for <i>Excellent</i> AND... Products of analysis weighed to make judgment <u>compelling</u>.	



- How might this rubric and rating process be used as a teaching tool?

- Other Questions?

Tonight's Homework

- Flesh out the scenario they worked on (on Monday night).
- Evaluate the essay you wrote before you arrived; What did you find? How would you have made your essay stronger? Rate your own essay!