

VALUING IN DECISION MAKING

These are the criteria for the Valuing in Decision Making Ability. They are divided both into Beginning, Intermediate and Advanced levels and into Levels 1-4 (General Education Curriculum) and the Advanced Levels (to be integrated with Advanced Level Outcomes of each major.) Each level contains a bolded description of the ability embraced by that level, as well as “student friendly” descriptors of criteria in that level. Items noted with an “*” are considered “stretch” criteria, or criteria that developmentally guide the learner to the next level of the ability.

BEGINNING VALUING (Levels 1 and 2): The student identifies and infers values of self and others in multiple contexts (Foundation Building)

Level 1: Students identify own and others’ values and the emotions they evoke.

- a. I can name my own values and the emotions they evoke.
- b. I can infer values of others and the emotions they evoke in me and in them.
- c. I can identify people, places and events as sources that have shaped my values, and/or the ways my spirituality impacts my values.
- d. I can identify how I use the values I hold in my current roles as a family member, friend, student, employee, and citizen.
- e. *I can recognize that certain situations have moral issues embedded in them.
- f. *I can name the emotions that the moral issues in a situation evoke in me.

Level 2: Students connect affective, cognitive, spiritual and behavioral dimensions of valuing.

- a. I can express the connection between values, emotions and spirituality (and/or personal philosophy).
- b. I can explicitly connect values and emotions to the actions they motivate me to take.
- c. I can reasonably speculate on the sources of others’ values.
- d. I can communicate how knowing the sources of others’ values has an impact on understanding my values.
- e. I recognize that my own values can be in conflict when I make decisions.
- f. I can examine the consequences of my past decisions and use them to work through and consider alternatives in a current moral issue.
- g. *I consider multiple perspectives and alternate paths and their consequences in arriving at an informed moral judgment.
- h. *I can express how communities other than my own believe and act out of the values that they do.

INTERMEDIATE VALUING (Levels 3 and 4): Students explore their own and others' valuing and decision making within the social contexts that shape them and within the contexts of discipline frameworks (Point of Initial Integration). They grow to critically evaluate their values with an informed awareness of the process of value transformation and change.

Level 3: Students can articulate the reciprocal relationship of their own values and their social contexts.

- a. I can examine the ways in which my values are socially influenced.
- b. I recognize that others' values are also socially influenced.
- c. I can articulate ways that the values of entire communities are socially developed.
- d. I can critically judge the values I hold in relation to their societal conditioning.
- e. I can explain how my actions and/or decisions influence the values of the broader community.
- f. *I understand that moral conflicts are rooted in different value systems within and across communities.
- g. *I can listen attentively to the value positions of others and strive to experience the situation from within their value frame and feelings.

Level 4: Students use the perspectives and concepts of particular disciplines to inform their moral judgments and decisions.

- a. I can specify core values at the heart of a particular discipline.
- b. I can explain how core values of a particular discipline inform or challenge my own and others' value systems.
- c. I can explain how core values of a specific discipline contribute to the development of principles and policies in the broader community.
- d. I can explain how my commitments and decisions contribute to the development of principles and policies in broader communities.
- e. *I can constructively critique decisions and policies emerging from various value frameworks.
- f. *I can critically examine my own value stance and I can talk about ways that such examination may lead me to change my values.

VALUING AT THE ADVANCED LEVEL. This is the opportunity for students to integrate valuing with the content of her academic work in an advanced and meaningful way. She will further develop her ability to critically examine her own values and explain how they inform her value stance. She will be able to express ways that her increasing knowledge of other perspectives informs her own changes in personal and professional decisions. She will recognize the integration of emotion, thought, and belief in this process, as well as give expression to her own stable center of care and strength; that which is at the “heart” of her decision-making. Ultimately, such integration will develop her moral imagination.

While much of “how” this happens will depend upon the outcomes for each discipline, the following integrating frameworks may help in the development or refinement of those outcomes, where valuing is concerned.

| THE ADVANCED LEVEL |
|--|
| <ul style="list-style-type: none">a. I can identify and reflect upon the valuing frameworks of a major field of study or profession and examine those values within the context of the values of other disciplines, cultures and perspectives.b. I can articulate disparate aspects of values within a major field of study or profession (e.g., within a code of ethics)c. I can sensitively and productively interact in inter-professional and multicultural decision-making situations in moving toward the achievement of goals.d. I can use the valuing frameworks of a major field of study or profession to address significant issues in personal, professional and societal contexts. I can consistently examine and cultivates my own value system in order to take initiative as a responsible self in personal, professional and societal contexts.e. I can examine value frameworks within my field of study/profession and work effectively with others to influence and affect positive change.f. I can collaboratively resolve professional value dilemmas, whether they be inherent in the profession’s Code of Ethics as applied to a given situation or they transcend issues covered in the Code.g. I can articulate my own sense of “vision” for my work in the world. |

