

***Learning Goal #2: Ethical Management Rubric (MBA & MS-Accounting)***

<b>Topic</b>	<i>Knowledge of standards of accounting and the implications for accuracy in financial reporting</i>		
	<b>Unsatisfactory</b>	<b>Satisfactory</b>	<b>Exceeds requirements</b>
	<i>Knowledge of Corporate Governance and appropriate monitoring practices of management</i>		
<b>Basic principles of corporate governance and reasons why it is important</b>	Student fails to discuss the alignment of owner and manager interests.	Students discuss both alignment and separation of ownership and management.	In addition to discussing both alignment and separation of ownership and management, the student addresses the consequences of not properly aligning these interests.
<b>Goals and basic requirements of SOX</b>	Inability to describe general objective of SOX.	Student addresses at least one of the points.	Student addresses more than one of the points.
<b>External mechanisms for aligning owner and manager interests</b>	Very little or no knowledge of mechanisms in support of ethical accountability.	Knowledge of structures (e.g., the board of directors, analysts, regulators, the capital markets, and the legal system) that support ethical accountability.	Integration of external mechanisms creating a system of checks and balances that support ethical accountability.
<b>Internal mechanisms for aligning owner and manager interests</b>	Very little or no knowledge of mechanisms in support of ethical accountability.	Knowledge of structures (compensation of senior executives, other incentive alignment schemes, internal auditors, the board of directors) that support ethical accountability.	Integration of internal mechanisms creating a system of checks and balances that supports ethical accountability.

<b>Topic</b>	<i>Recognizing link between ethics and sustainable competitive advantage of the organization</i>		
	<b>Unsatisfactory</b>	<b>Satisfactory</b>	<b>Exceeds requirements</b>
<b>Relevancy of ethics to business</b>	Very little or no mention of any ethical impact.	Recognition of ethical component.	Systematic examination of the central nature of ethics in business.
<b>Perspectives of decision consequences</b>	Very little if any consideration given to consequences on multiple stakeholders.	Recognizing near term internal and external consequences for the viability of the organization to immediate stakeholder.	Recognizing longer term internal and external consequences of current decisions on viability of the organization to multiple stakeholders.
<b>Knowledge of ethical frameworks</b>	No or very little discussion of an ethical framework for decisions.	Use of an ethical framework (utilitarian, deontological, holistic, etc.) to support decision.	Assess decisions based on multiple ethical frameworks or perspectives.
<b>Impact of corruption and self-serving conflicts</b>	Very little or no recognition of impact of self-serving behavior.	Knowledge of potential conflicts of interests and potential forms of corruption.	Recognizing the impact of conflicts of interests and service special interests to advance personal and/or organizational gain.

<b>Topic</b>	<i>Knowledge of standards of accounting and the implications for accuracy in financial reporting</i>		
	<b>Unsatisfactory</b>	<b>Satisfactory</b>	<b>Exceeds requirements</b>
<b>Knowledge of policies that regulate public companies' reporting practices, including the International Accounting Standards</b>	Does not describe the SEC's oversight role related to the filing of periodic financial information.	Student describes either point (1) or (2) from the answer key.	Student describes the extent of the power of the SEC to mandate the use of and interpretation of accounting policy and to bring specific action against the preparers of financial information, point (3) or (4) of the answer key.
<b>Knowledge of policies that regulate public companies' reporting practices, including the International Accounting Standards</b>	Does not describe the widespread use of IFRS around the world.	Student addresses at least one of the points in the answer key.	Student addresses at least two or three points in the answer key.
<b>Identify ambiguous areas in the financial reporting process</b>	Student addresses fewer than two points in the answer key.	Student addresses two of the points, particularly (1) & (2) in the answer key.	Student addresses more than two points from the answer key, particularly related to the discussion of ROE quality.
<b>Identify ambiguous areas in the financial reporting process</b>	Student doesn't articulate the general idea that costs flow from the balance sheet to the income statement as they are used up or consumed.	Student addresses either point (1) or (2) in the answer key.	Student addresses more than one of the points in the answer key, particularly points (1) and (2).

