

CSUSB Ethical Responsibility GLO

Ethical Responsibility Rubric

What does this GLO mean?

The GLO for Ethical Responsibility: Recognize that they are ethically responsible for the impact that their ideas, decisions, and actions have upon their lives and local and global communities.

CSUSB students should be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

This rubric applies to the design of assignments that are meant to be directly assessed to meet this GLO.

	ADVANCED	DEVELOPING	INITIAL
1.Ethical Self-Awareness	Students are able to critically analyze and discuss in detail both their core beliefs and the origins of their core beliefs and the discussion is clearly structured and assessed. They are also able to generate original hypothetical examples to support their arguments.	Students are able to discuss in detail/analyze both their core beliefs and the origins of their core beliefs.	Students are able to state either their core beliefs OR articulate the origins of their core beliefs but NOT both.
2.Understanding Different Ethical Perspectives/Concepts	Students are able to recognize and discuss the core ethical theories, to present the gist of said theories, and accurately explain the details of the theory or theories used. They are also able to enumerate some of the more common critiques of the specific theorie(s).	Students are able to name several major theory or theories they use, present the gist of said theory or theories, and attempt to explain some details of the theory or theories used.	Students are only able to name a few major theory they use.
3.Ethical Issue Recognition	Students are able to recognize ethical issues when issues are presented in a complex, multilayered (gray) context AND to grasp cross-relationships among the issues. They are also able to deconstruct example situations along dimensions of ethical conflicts and implications.	Students are able to recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR to grasp cross-relationships among the issues.	Students are recognize basic and obvious ethical issues but are not able to the grasp complexity or interrelationships.
4.Application of Ethical Perspectives/Concepts	Students are able to independently apply ethical perspectives/concepts to an ethical question, accurately, and to consider full implications and ramifications of the application. They are also able to generate original perspectives/interpretations of the interdependencies between ethics lenses/theories.	Students are able to independently apply ethical perspectives/concepts to an ethical question, accurately, but are not able to consider the specific implications of the application.	Students are able to discuss ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but are not able to apply them independently (to a new example).
5.Evaluation of Different Ethical Perspectives/Concepts	Students are able to assume a position and to delineate the objections to, assumptions and implications of and to be able to reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and to develop an adequate and effective justification/defense.	Students are able to assume a position and to state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts.	Students are able to state a position but are not able to deconstruct the objections to and assumptions and limitations of the different perspectives/concepts.