**Social Responsibility & Ethics**

**Overview:** KU Core 34 goals are aligned with the University’s [Institutional Learning Goals](https://assessment.ku.edu/institutional-learning-goals) (ILGs). The KU Core 34, KU’s general education curriculum, is assessed by the University Assessment Committee to measure student achievement of the ILGs. This is a separate process from degree-level assessment.

KU Core 34 goals are assessed in the aggregate using a sample of anonymous student assignments from each course meeting the KU Core 34 goal. KU Core 34 assessment is not designed to assess courses individually but rather to assess how the entire goal is meeting the learning outcomes and goal. Results of the assessment are provided to all instructors teaching courses within a particular KU Core 34 goal. Course instructors will be asked to reflect on the results during the University Core Curriculum Committee’s (UCCC) recertification process.

**Signature Assignments:** [Inclusion](https://kucore.ku.edu/criteria-inclusion) in the KU Core 34 curriculum requires courses to create one signature assignment across all sections. The signature assignment must meet the signature assignment parameters provided below. The University Assessment Committee will use the rubric below to assess student learning using a sample of signature assignments collected from each course. The UCCC expects courses to meet all learning outcomes and the milestones outlined in the rubric throughout their courses but acknowledges it may be challenging to do that within one assignment. Therefore, you are only required to meet the number of criteria outlined below.

The highlighted boxes on the rubric show the milestone students are expected to achieve in a foundational course. These milestones were selected by the UCCC with input from constituents teaching courses within each goal.

**Institutional Learning Goal:** Ethical & Professional Responsibility - Demonstrate integrity and act responsibility with the interest of the larger community, environment, discipline, or profession in mind.

**KU Core 34 Learning Outcome:** Upon reaching this goal, students will be able to identify universal and/or discipline-specific ethical challenges, critically analyze and discuss the application of relevant ethical codes, evaluate the ramifications of their and others' actions, and articulate their position within an ethical dilemma.

**Signature Assignment Parameters:** The signature assignment should be a faculty-designed assignment which presents students with the opportunity to fulfill at least **four** of the criteria outlined below:

* Recognize ethical issues in complex situations
* Apply ethical concepts/perspectives to an ethical dilemma
* Articulate objections to, assumptions about, or the implications of different ethical perspectives/concepts
* Questions personal assumptions and the assumptions of others
* Demonstrate ability to express, listen, and adapt the message based on the perspective of others
* Demonstrate an awareness of how personal actions affect communities

**Social Responsibility & Ethics Rubric**

The following rubric was adapted from existing validated and reliable AAC&U Value rubrics. The signature assignment submitted for your course will be evaluated using this rubric. The highlighted portions indicate the milestone that students in foundational KU Core 34 courses within this goal will be expected to achieve. These milestones were selected by the UCCC with input from constituents teaching courses within each goal.

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|  | **Capstone** | **Milestones** | | **Benchmark** |
|  | *Assignment designed for students to demonstrate level of mastery of the outcome*  4 | *Assignment designed to reinforce previously practiced outcome*  3 | *Assignment designed to afford student practice with the outcome*  2 | *Assignment designed to introduce the outcome*  1 |
| **Ethical Issue Recognition** | Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues. | Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues. | Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues. | Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships. |
| **Application of Ethical Perspectives/Concepts** | Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application. | Student can independently apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application. | Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate. | Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.). |
| **Evaluation of Different Ethical Perspectives/Concepts** | Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/ concepts, and the student's defense is adequate and effective. | Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/ concepts, but the student's response is inadequate. | Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.) | Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts. |
| **Influence of Context and Assumptions** | Thoroughly (systematically and methodically) analyzes own and others’ assumptions and carefully evaluates the relevance of contexts when presenting a position. | Identifies own and others’ assumptions and several relevant contexts when presenting a position. | Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others’ assumptions than one’s own (or vice versa). | Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions).  Begins to identify some contexts when presenting a position. |
| **Community Dialogue** | Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further action | Effectively communicates while showing ability to express, listen, and adapt ideas and messages based on others' perspectives. | Communicates while showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives. | Communicates while showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives. |
| **Action and Reflection** | Demonstrates independent experience and *shows initiative in team leadership* of complex or multiple activities (e.g. voting, volunteering, advocacy, fundraising), accompanied by reflective insights or analysis about the aims and accomplishments of one’s actions. | Demonstrates independent experience and *team leadership with activities* (e.g. voting, volunteering, advocacy, fundraising) *that benefit self and others*, with reflective insights or analysis about the aims and accomplishments of one’s actions. | Has clearly *participated* in activities (e.g. voting, volunteering, advocacy, fundraising) that benefit self-and/or others and begins to reflect or describe how these actions may benefit individual(s) or communities. | Has *experimented* with activities (e.g. voting, volunteering, advocacy, fundraising) that benefit self-and/or others but shows little internalized understanding of their aims or effects and little commitment to future action. |