Introduction:

The Global Citizenship Program (GCP) is the new general education program at Webster University. Each course within the GCP will typically be coded for one of several content areas. Courses may also be coded as delivering content associated with one of several skill areas.

Content Area:

PSYC 1500 has been coded for the Social Systems and Human Behavior content area. Please indicate this on your course syllabus. In addition, you will need to include the following course outcomes on your syllabus. You may add additional outcomes if desired.

Social Systems and Human Behavior: Expected to help students develop knowledge of human cultures and how people and their cultures and institutions work, focused by engagement with “big questions,” whether contemporary or enduring.

Upon the successful completion of this course, students will be able to:

- Discuss the relationship between adjustment and life challenges.
- Compare and contrast positive ways of handling relationships, parenting, and work.
- Describe personality theories, psychological disorders and treatment options.
- Discuss stress and compare and contrast coping strategies for positive physical and psychological health across the lifespan.
- Describe the origins and fundamental principles that influence ethical thinking and conduct.
- Analyze a life issue weighing the psychological and ethical principles that influence the decision and the ensuing consequences of any action taken.

The content of PSYC 1500 lends itself to the Social Systems and Human Behavior content area. There is no need to change your course content unless you are not meeting the aforementioned learning outcomes. At the end of your course, please use the attached rubric (Knowledge Rubric) to assess student knowledge of the content area. Your assessment is based on a student’s overall performance on the various exams, papers, etc. associated with the class. Note that the assessment score is separate (although likely related) to the grade you will be assigning to student.
Skill Area:

A new element in the GCP is the addition of skill areas. The inclusion of these skill areas will often mean that instructors will need to add additional course content to justify the inclusion of a skill area. PSYC 1500 has been coded for the Ethical Reasoning skill area. Please indicate this on your course syllabus. In addition, you will need to include the list of course outcomes in your syllabus. You may add additional outcomes if desired.

Ethical Reasoning: Reasoning about right and wrong human conduct. It requires students to 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.

Upon the successful completion of this course, students will be able to:

- Discuss/analyze with depth and clarity both fundamental principles that influence ethical thinking and conduct, and their origins.
- Identify, present, and accurately explain the details of the ethical theory or theories used.
- Recognize ethical issues even when presented in a complex, multilayered context and grasps relationships among the issues.
- Apply ethical perspectives/concepts to a difficult ethical question, and considers the full implications of the application.
- State and defend a position while responding to objections, assumptions, and implications of different ethical perspectives/concepts.

A common assignment has been developed to assist with content and assessment. Instructors need to incorporate the assignment into their courses. The assignment will need to be included in the calculation of the final grade (exact percentage is up to each instructor). In addition, instructors may elect to have this as the midterm paper or final paper. A description of the standard assessment assignment for this course is attached. At the end of your course, please use the attached rubric (Ethical Reasoning Rubric) to assess student knowledge of the skill area. Note that this is in addition to the grades you will be assigning to students.

Common Skills Area Assignment:

To assess ethical reasoning, students will explore an ethical dilemma, discussing the theories that pertain, the principles that influence ethical decision-making, and the consequences. Examples of such dilemmas include: whether one informs a friend that his/her partner is engaged in an extra
dyadic relations, the course of action to be taken if one discovers that a co-worker is engaged in theft of company property, the responsibility one has when a child is engaged in risk taking behavior about which a parent may be unaware, or whether it is ever appropriate to deceive a family member about the seriousness of a chronic illness. The instructor may elect to have the student present this analysis in the form of a paper or presentation. Paper and/or presentation length is up to each instructor but should be sufficient to assess the skill.

The assignment is best used as a final paper/presentation and must factor into the student’s grade for the course (exact percentage is up to the instructor). We recommend that the instructor go over several sample ethical dilemmas through the course of the semester infusing ethical reasoning in the course content. The following books are useful sources of ethical reasoning theory and should be incorporated into course material:


Essentially, the instructor will grade the assignment using two different metrics. Once for the letter grade and again for assessment purposes (must be scored using the attached GCP rubric for Ethical Reasoning).

**Assessment Reporting:**

Each course needs to be assessed at the end of every semester. Assessment scores will need to be sent back to the home department using the attached excel spreadsheet. In the future, online assessment entry options will be made available.
Knowledge Rubric
(adapted from the AAC&U VALUE rubrics)

In each of five requirements areas, students are expected to demonstrate knowledge:
- of human cultures and the sources of meaning (Roots of Cultures),
- of human cultures and how people and their cultures and institutions work (Social Systems and Human Behavior),
- of the physical and natural world (Physical and Natural World),
- of cultures foreign to them, international languages, or the forces that draw people of the world together and forces that push them apart (Global Understanding),
- of human artistic expression (Arts Appreciation).

* Evaluators are encouraged to assign a zero to any work, sample or collection of work that does not meet Beginning (cell 1) level performance.

<table>
<thead>
<tr>
<th></th>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Beginning (1)</th>
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<tr>
<td>Existing Knowledge, Research, and/or Views</td>
<td>Synthesizes in-depth information from relevant sources representing various points of view/approaches.</td>
<td>Presents in-depth information from relevant sources representing various points of view/approaches.</td>
<td>Presents information from relevant sources representing limited points of view/approaches.</td>
<td>Presents information from irrelevant sources representing limited points of view/approaches.</td>
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**Ethical Reasoning Rubric**  
(adapted from the AAC&U VALUE rubrics)

**Definition:** Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to 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.

**Students who complete the Global Citizenship Program will be able to:**
Assess their own ethical values and in the social context of problems, apply and, evaluate ethical perspectives and concepts.

* Evaluators are encouraged to assign a zero to any work, sample or collection of work that does not meet Beginning (cell 1) level performance.

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<tr>
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<tr>
<td><strong>Ethical Self-Awareness</strong></td>
<td>Student discusses/analyzes with depth and clarity both fundamental principles that influence ethical thinking and conduct, and their origins.</td>
<td>Student discusses/analyzes with some detail both fundamental principles that influence ethical thinking and conduct, and their origins.</td>
<td>Student states both fundamental principles that influence ethical thinking and conduct and their origins.</td>
<td>Student states either fundamental principles that influence ethical thinking and conduct or articulates their origins but not both.</td>
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<td><strong>Understanding Different Ethical Perspectives/Concepts</strong></td>
<td>Student identifies, presents the gist of, and accurately explains the details of the ethical theory or theories used.</td>
<td>Student identifies, presents the gist of, and attempts to explain the details of the ethical theory or theories used, but has some inaccuracies.</td>
<td>Student can identify the ethical theory she/he uses, and is only able to present the gist of the named theory.</td>
<td>Student only names the ethical theory she/he uses.</td>
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<td><strong>Ethical Issue Recognition</strong></td>
<td>Student recognizes ethical issues even when presented in a complex, multilayered context AND grasps relationships among the issues.</td>
<td>Student recognizes ethical issues even when issues are presented in a complex, multilayered context OR grasps relationships among the issues.</td>
<td>Student recognizes basic and obvious ethical issues and partially grasps their complexities or interrelationships among the issues.</td>
<td>Student recognizes basic and obvious ethical issues but fails to grasp their complexity or interrelationships.</td>
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<tr>
<td>Application of Ethical Perspectives/Concepts</td>
<td>Exemplary (4)</td>
<td>Proficient (3)</td>
<td>Developing (2)</td>
<td>Beginning (1)</td>
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<td>Student independently and accurately applies ethical perspectives/concepts to a difficult ethical question, and considers the full implications of the application.</td>
<td>Student independently and accurately applies ethical perspectives/concepts to an ethical question, but the question is simple or the student does not consider the implications of the application.</td>
<td>Student independently applies ethical perspectives/concepts to an ethical question, but the application is inaccurate.</td>
<td>Student applies ethical perspectives/concepts in a basic way to an ethical question with prompting, but is unable to apply ethical perspectives/concepts independently to new examples.</td>
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<th>Evaluation of Different Ethical Perspectives/Concepts</th>
<th>Exemplary (4)</th>
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<th>Developing (2)</th>
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<td>Student effectively states and defends a position while responding to objections, assumptions and implications of different ethical perspectives/concepts.</td>
<td>Student states a position while responding to objections, assumptions and implications of different ethical perspectives/concepts, but the student’s response is inadequate.</td>
<td>Student states a position and can state the objections, assumptions and implications of different ethical perspectives/concepts, but does not respond or relate to them.</td>
<td>Student states a position but cannot state the objections, assumptions and limitations of the different perspectives/concepts.</td>
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