

PERSONAL RESPONSIBILITY TOOLBOX

This toolbox provides a brief but thorough collection of resources pertaining to Core Curriculum assessment. This toolbox does not replace conversations about Core Curriculum assessment; it is provided so that all instructors can quickly and easily access this information. This toolbox will be continuously updated to insert, remove, and otherwise revise information when necessary.

Personal Responsibility Assessment Overview

Personal Responsibility may be characterized by several constructs, including (but not limited to) civic engagement (at the local and/or global levels), intercultural knowledge, intercultural competence, global learning, and ethical reasoning. Personal Responsibility also tends to overlap with other Core Curriculum objectives, including: 1) Critical Thinking Skills (due to the need for inquiry, analysis, evaluation, and synthesis); 2) Social Responsibility (due to the need for knowledge of civic responsibility and the ability to engage); and 3) Teamwork (due to the need to consider other points of view).

At Texas A&M University-Texarkana, the focus of Personal Responsibility is on students' understanding of ethical issues (and how to recognize them), ethical self-awareness, and the evaluation of multiple (and often competing) ethical perspectives.

Students often demonstrate Personal Responsibility by evaluating course content through the lens of Personal Responsibility, or through being asked to make ethical choices and analyses when faced with relevant scenarios, simulations, case studies, and other relevant examples.

On the following pages, you will find....

- **Personal Responsibility rubric (pg. 2)**
 - The rubric featured in this toolbox is the most up-to-date copy of the rubric that will be used to assess Core Curriculum artifacts on Personal Responsibility.
- **Personal Responsibility assignment strategies (pg. 3)**
 - This page contains examples of assignments that align well with the Personal Responsibility rubric.

PERSONAL RESPONSIBILITY RUBRIC

Foundation Component Area (FCA): _____ Student Artifact #: _____ Reviewer Initials: _____

	Ideal	Acceptable		Needs Improvement	Fail	Section Score
	4	3	2	1	0	
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.	Failed to meet any measures.	
Ethical Issues Recognition	Student can recognize complex ethical issues and can recognize cross-relationships among the issues.	Student can recognize complex ethical issues 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.	Failed to meet any measures.	
Evaluation of Different Ethical Perspectives/ Concepts	Student takes a position and can recognize the objections to it, and the student's defense is adequate and effective.	Student takes a position and can recognize the objections to it, but only mostly defends this position.	Student takes a position and recognizes objections to it, but only partially defends this position.	Student takes a position but cannot defend the position against any objections.	Failed to meet any measures.	
Total Score						

Rubric selected and approved in January 2013 by the Core Curriculum sub-committee of the A3C to assess Core artifacts on Social Responsibility.
Revisions finalized by Curriculum Committee in April 2017.

EXAMPLES OF PERSONAL RESPONSIBILITY ASSIGNMENT STRATEGIES

Strategy	Description	Sample assignments, tools, and other resources
Collect and evaluate student efforts to examine course-relevant topics through the lens of Personal Responsibility.	Students could begin by being presented with a specific topic that is relevant to the given course. Students could then be asked to evaluate the topic along individual Personal Responsibility parameters.	<ul style="list-style-type: none"> • Description of a philosophy assignment used to assess Personal Responsibility (available here: http://leaptx.org/coreobjectives/personal-responsibility/dustin-tune/).
Collect and evaluate students' analysis of ethical scenarios, case studies, simulations, and other relevant examples.	Students could be presented with an authentic ethical scenario, simulation, case study, or other applied exercise that is relevant to the given course. Students could be asked to consider the topic or stimuli and explain how they would ethnically analyze, navigate, and/or manage the topic or stimuli under consideration.	<ul style="list-style-type: none"> • Description of a history course assignment focused on the American Civil War (available here: http://leaptx.org/coreobjectives/personal-responsibility/courtney-welch/). • Description of a health care management course's assignment utilizing case studies (available here: http://leaptx.org/wp-content/uploads/2016/05/Health-Care-Ethics-1.pdf).¹

¹ This assignment is presented as a Social Responsibility assignment because it aligns with the Social Responsibility rubric used by the originating university (Tarleton State University). However, it is being included in this collection because the assignment aligns with Texas A&M University-Texarkana's Personal Responsibility rubric.