

## **SOCIAL 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.

### **Social Responsibility Assessment Overview**

Social Responsibility may be characterized by several constructs, including (but not limited to) civic engagement at the local and/or global level, intercultural knowledge, intercultural competence, global learning, and ethical reasoning. At Texas A&M University-Texarkana, the focus of Social Responsibility is on students' understanding of the diversity and community of various cultures, knowledge of cultural worldview frameworks, and connection of knowledge to civic engagement.

Students often learn and demonstrate social responsibility by examining and/or participating in meaningful experiences—including, but not limited to, active learning and involvement opportunities, co-curricular initiatives, immersion experiences, community-focused interaction, and integrative learning in social settings.

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

- **Social 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 Social Responsibility.
- **Social Responsibility assignment strategies (pg. 3)**
  - This page contains examples of assignments that align well with the Social Responsibility rubric.

## SOCIAL RESPONSIBILITY RUBRIC

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

	Ideal	Acceptable		Needs Improvement	Fail	Section Score
	4	3	2	1	0	
<b>Diversity of Communities and Cultures</b>	Demonstrates evidence of how own attitudes and beliefs are different from those of other cultures and communities. Promotes learning from diversity of communities.	Reflects on how one's own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about diversity of communities.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to diversity of communities and cultures.	Failed to meet any measures.	
<b>Connection of Knowledge</b>	Demonstrates connections and extension of knowledge (facts, theories, etc.) from one's own academic study/field/ discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyses knowledge ... (facts, theories, etc.) from one's own academic study/field/ discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/ discipline to civic engagement and to one's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/ discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.	Failed to meet any measures.	
<b>Knowledge</b> <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Failed to meet any measures.	
<b>TOTAL Score</b>						

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 SOCIAL RESPONSIBILITY ASSIGNMENT STRATEGIES

Strategy	Description	Sample assignments, tools, and other resources
<b>Collect and evaluate social responsibility reflection papers.</b>	Students could begin by completing a meaningful activity (active learning experience). While students are completing the activity, they could be asked to think about what they and others did (and learned) during the experience. They could then be asked to submit reflection papers focused on their inputs to and outcomes of that experience, in addition to what their future actions might be. These papers would then be evaluated using the social responsibility rubric.	<ul style="list-style-type: none"> <li>• Description of a freshman seminar course’s campus immersion assignment (available here: <a href="http://tinyurl.com/ls64yzh">http://tinyurl.com/ls64yzh</a>).</li> <li>• Description of communication seminar course’s “social news” project (available here: <a href="http://tinyurl.com/l2g3ohe">http://tinyurl.com/l2g3ohe</a>).</li> <li>• Copy of reflection paper assignment instructions and prompts used in a kinesiology course (available upon request<sup>1</sup>).</li> <li>• Copy of reflection paper assignment prompt used for a community service project featured in a developmental psychology course (available upon request<sup>1</sup>).</li> </ul>
<b>Collect and evaluate investigative research papers, reports, and/or presentations.</b>	Students could be asked to collect information focused on a different culture or community (within a scope and medium that makes sense for the purpose of a given course). The information students collect could then be translated into investigative research papers, reports, and/or presentations.	<ul style="list-style-type: none"> <li>• Description of a speech course’s military service project (available here: <a href="http://tinyurl.com/mdntg9f">http://tinyurl.com/mdntg9f</a> ).</li> <li>• Copy of speech course’s community partnership project (available upon request<sup>1</sup>).</li> </ul>

<sup>1</sup> Please contact the Coordinator of Institutional Effectiveness for these materials. All of these materials will soon be posted on a webpage that is in development.