Texas A&M University Core Curriculum
Social Responsibility

Definition

The Texas Higher Education Coordinating Board states that the Texas Core Curriculum objective of Social Responsibility is "to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities."[1] Further, the American Association of Colleges & Universities (AAC&U) Intercultural Knowledge & Competence VALUE Rubric defines these objectives as "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts."[2] AAC&U's Civic Engagement VALUE Rubric defines this objective as "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes."[3]

Framing Language

This rubric is designed to be applied to student-produced work (artifacts), from a range of disciplines and a variety of genres. Ideally, the artifact assessed with this rubric will be produced by an individual student; however, this rubric may also be applied to group projects. The application of this rubric recognizes that Social Responsibility can be demonstrated cognitively and does not require physical labor as evidence of this objective. This is particularly salient when students are unable to participate physically in the social challenges/issues as is the case when time or distance inhibits involvement.

Glossary

The following definitions clarify terms and concepts used in this rubric only.

Culture: All knowledge and values shared by a group.
Civic Contexts/Structures: Organizations, movements, campaigns, a place or locus where people and/or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African Americans, North Carolinians, Americans, a political party, refugees, etc.). In addition, contexts for civic engagement may be defined by a variety of approaches intended to benefit a person, group, or community, including community service, volunteering, or academic work.
Politics: A process by which a group of people, whose opinions or interests might be divergent, reach collective decisions that are generally regarded as binding on the group and enforced as common policy. Political life enables people to accomplish goals they could not realize as individuals. Politics necessarily arises whenever groups of people live together, since they must always reach collective decisions of one kind or another.
Social Challenges/Issues: Broadly defined as any problem or situation affecting a group of people (regardless of scale, from local to global).
Worldview: The cognitive and affective lens through which people construe their experiences and make sense of the world around them.

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[1] 19 Tex. Admin. Code §4.28 (2021).

[2] Bennett, J. M. (2008). Transformative training: Designing programs for culture learning. In M. A. Moodian (Ed.), *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations* (pp. 95-110). Sage.

[3] Ehrlich, T. (2000). Introduction. In Ehrlich, T. (Ed.). *Civic responsibility and higher education* (p. vi). Oryx Press.

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	Advanced 8	7	Competent 6	5	Developing 4	3	Beginner 2	1	Not Present 0
Awareness of Cultural Worldview Frameworks	Demonstrates a sophisticated understanding of the complexity of elements important to members of a *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 a *culture* in relation to its history, values, *politics*, communication styles, economy, or beliefs and practices.		Demonstrates surface-level understanding of elements important to members of a *culture* in relation to its history, values, *politics*, communication styles, economy, or beliefs and practices.		Demonstrates limited understanding of elements important to members of a *culture* in relation to its history, values, *politics*, communication styles, economy, or beliefs and practices.		No understanding of the elements important to members of a *culture*.
Civic Contexts/ Structures	Demonstrates knowledge of/ commitment to the role of collaboration and working across and within community contexts and structures plays in achieving a civic aim and identifies ways to actively engage in *civic contexts/structures*.		Demonstrates knowledge of/ commitment to the roles of working actively within community contexts and structures play in achieving a civic aim and identifies intentional ways to be involved in *civic contexts/structures*.		Identifies intentional ways to participate in *civic contexts/structures*.		Identifies surface-level ways to engage with *civic contexts/structures*.		Did not identify any *civic contexts/structures*.
Social Challenges/Issues	Addresses *social challenges/issues* in an informed way and evaluates the local and/or broader consequences of individual and/or collective (i.e., regional, national, or global) interventions or responses.		Addresses *social challenges/issues* in an informed way and identifies the local and/or broader consequences of individual and/or collective (i.e., regional, national, or global) interventions or responses.		Explains the *social challenges/issues* with minimal discussion of the local and/or broader consequences of individual and/or collective (i.e., regional, national, or global) interventions or responses.		Identifies basic *social challenges/issues* with no discussion of the local and/or broader consequences of individual and/or collective (i.e., regional, national, or global) interventions or responses.		Did not identify any *social challenges/issues*.

Italicized words appear in the glossary.