



## Texas A&M University Core Curriculum Personal Responsibility

### Definition

The Texas Higher Education Coordinating Board states that the Texas Core Curriculum objective of Personal Responsibility is “to include the ability to connect choices, actions, and consequences to ethical decision-making.”<sup>1</sup> Further, the American Association of Colleges & Universities (AAC&U) defines ethical reasoning “as 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.”<sup>2</sup> Personal Responsibility is more than simply following the Aggie Honor Code, attending class, or avoiding plagiarism. This objective requires students to identify an ethical issue, explain a position on the issue, and provide reasoning for this position. The AAC&U Ethical Reasoning and Problem Solving VALUE Rubrics were consulted while developing the Texas A&M University Core Curriculum Personal Responsibility Rubric.<sup>23</sup>

### 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. Pragmatically it would be difficult, if not impossible, to judge whether or not students would act ethically when faced with real ethical situations. What can be evaluated using a rubric is whether students have the intellectual tools to make ethical choices.

### Glossary

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

**Consequences:** Hypothetical or factual effects (positive, negative, or neutral) on populations, beliefs, values, history, culture, etc.

**Context/Environment:** Situational factors that influence and complicate an ethical issue, such as history, law, culture, mores, religion, government, and politics.

**Position:** A response to an ethical issue including but not limited to a thesis statement, stance, call to action, action plan, application of ethical theories, and value statement on how one should respond. The position described can be from the student or another party.

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<sup>1</sup> 19 Tex. Admin. Code §4.28 (2021).

<sup>2</sup> American Association of Colleges & Universities. (2009). *Ethical reasoning VALUE rubric*. <https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-ethical-reasoning>

<sup>3</sup> American Association of Colleges & Universities. (2009). *Problem solving VALUE rubric*. <https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-problem-solving>





## Texas A&M University Core Curriculum Personal Responsibility Rubric

	<b>Advanced 8</b>	<b>7</b>	<b>Competent 6</b>	<b>5</b>	<b>Developing 4</b>	<b>3</b>	<b>Beginner 2</b>	<b>1</b>	<b>Not Present 0</b>
<b>Identification of Ethical Issue</b>	Explains an ethical issue and comprehensively situates it in its <i>context/environment</i> , delivering all information necessary for full understanding.	Explains an ethical issue and situates it in its <i>context/environment</i> , so understanding is not seriously impeded by omissions.	Identifies an ethical issue and situates it in its <i>context/environment</i> but does not fully explain all important elements.	Identifies an ethical issue but does not situate it in its <i>context/environment</i> .	Does not identify an ethical issue.				
<b>Position</b>	Thoroughly explains a thoughtful <i>position</i> on an ethical issue that is individually designed to manage factors of its <i>context/environment</i> .	Explains a thoughtful <i>position</i> on an ethical issue that addresses factors of its <i>context/environment</i> .	Identifies a simple <i>position</i> on an ethical issue.	Identifies a <i>position</i> on an ethical issue that is difficult to evaluate (e.g., vague, little or no explanation, trite, not tailored to the situation).	Does not identify a <i>position</i> on an ethical issue.				
<b>Consequences</b>	Evaluates the <i>consequence(s)</i> of the <i>position</i> , delivering all information necessary for full understanding.	Explains <i>consequence(s)</i> of the <i>position</i> , so understanding is not seriously impeded by omissions.	Identifies <i>consequence(s)</i> of the <i>position</i> and may begin to explain elements.	Cursorily lists one or more <i>consequence(s)</i> of the <i>position</i> .	Does not identify <i>consequence(s)</i> of <i>position</i> .				

Italicized words appear in the glossary.

