

C1. Civic Knowledge & Responsibility General Education Rubric

Definition

Civic knowledge and responsibility is defined 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" (excerpted from Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.). Civic knowledge and responsibility can also encompass actions in which individuals participate in activities of personal and public concern that can be both individually life enriching and beneficial to the community.

Framing Language

Preparing graduates for their public lives as citizens, members of communities, and professionals is a responsibility of higher education. Examining civic-mindedness and evaluating the civically responsible graduate can be complex, involving both the pursuit of knowledge and the engaged application of that knowledge to achieve a larger purpose: to be a fully engaged citizen. Exposure to civic engagement can occur through academic and service-learning courses, community-based research, or service within the community. This rubric is designed to articulate fundamental criteria of civic knowledge and responsibility for use in classrooms and experiential learning environments. Assignments can include multiple types of work samples or collections of work, such as: student research or analysis on current or historical political processes; integration of discipline specific academic work (or project or internship) with community engagement that produces a tangible product based on community needs; completion of interdisciplinary courses, internships, or approved projects that contribute to relevant minor areas of study; demonstrations of significant leadership in campus or community organizations; and extended service initiatives or service to state and local governments or boards including significant involvement in military service such as ROTC or National Guard.

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- For “full” designation, courses must address at least 3 Elements.
- For “partial” designation, courses must address at least 2 Elements.

Elements	Competent	Approaching Competency	Beginning Competency
1. Applies Knowledge of Governmental and/or Nongovernmental Institutions to Address Contemporary/ Historical Issues of Civic Engagement	Applies detailed knowledge of how individuals or groups have and/or continue to create and interact with governments and/or other individuals or groups (i.e. social movements, electronic communities, community groups) in an effort to responsibly influence contemporary/historical issues that affect themselves and their communities.	Applies basic knowledge of how individuals or groups have and/or continue to create and interact with governments and/or other individuals or groups (i.e. social movements, electronic communities, community groups) in an effort to responsibly influence contemporary/historical issues that affect themselves and their communities.	Applies incomplete knowledge of how individuals or groups have and/or continue to create and interact with governments and/or other individuals or groups (i.e. social movements, electronic communities, community groups) in an effort to responsibly influence contemporary/historical issues that affect themselves and their communities.
2. Applies Knowledge of Civic Processes and Impact to Address Contemporary/ Historical Issues	Applies detailed knowledge of the process through which governmental programs, policies, regulations, codes, and laws are and have been introduced, refined, approved, and implemented as well as how they impact contemporary society and the health of the environment.	Applies basic knowledge of the process through which governmental programs, policies, regulations, codes, and laws are and have been introduced, refined, approved, and implemented as well as how they impact contemporary society and the health of the environment.	Applies incomplete knowledge of the process through which governmental programs, policies, regulations, codes, and laws are and have been introduced, refined, approved, and implemented as well as how they impact contemporary society and the health of the environment.
3. Reflects on Civic Action Based on Personal Sense of Civic Responsibility	Provides reflective insights and/or analysis about the ambitions and/or accomplishments of one’s own participation in civic responsibilities.	Makes connections to ambitions and/or accomplishments of one’s own participation in civic responsibilities.	Makes limited connections to ambitions and/or accomplishments of one’s own participation in civic life.
4. Develops/Designs Strategies to Perform Civic Responsibilities Collaboratively	Demonstrates a variety of skills and/or abilities resulting in a comprehensive strategy to work collaboratively across and within community contexts and structures in order to design/perform civic responsibilities.	Demonstrates skills and/or abilities resulting in an adequate strategy to work collaboratively within community contexts and structures in order to design/perform civic responsibilities.	Demonstrates basic skills and/or abilities resulting in a limited strategy to work collaboratively with others in order to design/perform civic responsibilities.