

## Civic Engagement Learning Goal Rubric

The Civic Engagement learning goal focuses on the idea of the individual’s responsibility to the community. It emphasizes the potential and real consequences of the intercultural engagement of individuals and groups with others within the broader societies of which we are a part. By means of interaction with, awareness, and understanding of other members of a shared community, assignments address contemporary philosophical, ethical and moral issues of civic engagement through historical, contemporary, and/or theoretical approaches.

	<b>Capstone 4</b>	<b>Milestones</b>		<b>Benchmark 1</b>	<b>Does Not Meet Benchmark (Unsatisfactory) 0</b>	<b>Not Applicable</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>		
<b>Civic Identity and Commitment</b>	Provides evidence of experience or reflection of civic-engagement activities and describes what she/he has learned about her/himself as related to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience and/or reflection of civic-engagement activities and describes what she/he has learned about her/himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in or reflection of civic-engagement activities that is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in or reflection of civic-engagement activities and does not connect experiences to community.		
<b>Personal and Social Responsibility</b>	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one’s own sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of individual, local and national decisions on the broader community.	Identifies basic ethical dimensions of individual, local or national decisions that have impact in the broader community.		
<b>Civic Action and Reflection</b>	Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis of one’s actions.	Demonstrates independent experience and team leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one’s actions.	Has clearly participated in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has experimented with some civic activities but show little internalized understanding of their aims or effects and little commitment to future action.		
<b>Empathy/Engagement</b>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Incorporates intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Recognizes the experience of others but does so through one’s own cultural worldview.		
<b>Diversity of Communities and Cultures</b>	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others’ engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.		
<b>Analysis of Knowledge</b>	Connects and extends knowledge (facts, theories, etc.) from one’s own academic study/field/discipline to civic engagement or to one’s own participation in community life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one’s own academic study/field/discipline, making relevant connections to civic engagement or to one’s own participation in community life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one’s own academic study/field/discipline to civic engagement or to one’s own participation in community 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 or to one’s own participation in community life, politics, and government.		