

Civic Engagement

Learning Objectives

- Learns from and values diversity of community and culture
- Recognizes the special place of the African American experience to DSU as an HBCU and in the US at large
- Analyzes knowledge of self and local, national and global societies and cultures
- Engages in civic involvement and reflection on this involvement
- Analyzes issues relating to responsible citizenship, social concerns and related moral and ethical issues

Glossary

Civic identity - When one sees her or himself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes.

Civic life - The public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.

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.

Civic / community contexts - 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, the Republican or Democratic 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 or volunteer work, academic work.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet Beginning (cell one) level performance

	Beginning/Unsatisfactory	Developing/Satisfactory	Proficient	Exemplary/Advanced
Diversity of community and culture	Expresses individual attitudes and beliefs from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.	States the differences between own attitudes and beliefs and those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	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.	Adjusts own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
African American experience	Struggles to describe the elements of the African American experience and their relationship to society and culture.	Describes elements of the African American experience and their significance to society and culture.	Explains the significance of the African American experience to society and the culture at large and draws some connection to their own lived experience.	Analyzes multiple intersections between the African American experience and the larger society and culture. Deftly connects their own lived experience to this larger experience in multiple ways.
Self, society and culture	Begins to identify knowledge 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.	Builds basic connections from one's own academic study / field / discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge 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.	Connects and extends knowledge from one's own academic study / field/discipline to civic engagement and to one's own participation in civic life, politics, and government.
Civic involvement	Has experimented with some civic activities but shows little internalized	Has clearly participated in civically focused actions and produces	Demonstrates independent experience in civic action, with	Demonstrates independent experience and shows initiative in

	understanding of their aims or effects and little commitment to future action.	basic reflections or descriptions of how these actions may benefit individual(s) or communities.	reflective insights or analysis about the aims and accomplishments of one's actions.	team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.
Responsible citizenship	Struggles to construct a rationale for how civic engagement provides benefits to the individual and society.	Explains the basic rationale for how civic engagement benefits the individual and society but does not expand this into their personal experience.	Provides multiple, well-reasoned rationales for the benefits of civic engagement to society and the individual. Connects these rationales at a basic level to their own experiences.	Deeply analyzes the benefits of civic engagement to society and the individual and draws multiple appropriate connections to their own experiences.

Rubric evaluation criteria were adapted from VALUE rubrics published by the Association of American Colleges and Universities