

<b>GenEd Outcome Rubric</b>				
<b>Think Civically</b>	<b>Level 0: No Evidence</b>	<b>Level 1: Emerging</b>	<b>Level 2: Developing</b>	<b>Level 3: Mastery</b>
<b>Demonstrate and understanding of diverse societies, ranging from local to global, in order to engage effectively in civic life</b>	Assignment not submitted.  <b>OR</b>  Student dropped class.	<b>Demonstrates</b> incomplete/unclear understanding of diverse societies <b>OR</b> the importance of engaging effectively in civic life <b>OR</b> has major errors, omissions or inappropriate expressions.	<b>Demonstrates</b> proficient understanding of diverse societies <b>OR</b> the importance of active citizenship.	<b>Demonstrates</b> proficient understanding of diverse societies, articulating how this understanding prepares student to be a more active citizen and more effective contributor to his/her community.

# Category: Think Civically

## Statement of the outcome:

Outcome: Demonstrate an understanding of diverse societies, ranging from local to global, in order to engage effectively in civic life.

## What this means:

The intent of this statement is that students will be able to gain a foundational understanding of communities that are pluralist in nature, in that they are comprised of individuals with varying identities, experiences, backgrounds, environments, and worldviews. This understanding is a prerequisite for effective participation in civic society. Meeting this outcome should *prepare* students to participate in the public realm, although this participation may not necessarily take place in the course itself.

**Diverse societies, ranging from local to global:** The course should address how local actions have global consequences and vice versa. Course need not address every level between local and global. Students will learn how individual actions impact the common world we all share.

**Engage effectively:** Identifying one’s interests/values and bringing newly developed perspectives to the public dialogue while respecting the worldviews of others.

**Civic life:** Relating to the common world and societies shared by all. Synonym: public realm.

## Some examples acceptable for an “M” in this category:

“Division”	Example
<b>Business &amp; Technology</b>	Evaluate corporate efforts toward social responsibility and socioeconomic business models. Students analyze citizen activism strategies to promote corporate responsibility.  Practice engineering ethics and apply knowledge of building designs in different climates and societies. Students analyze citizen activism strategies to promote sustainable building practices.

<b>Arts &amp; Letters</b>	Investigate the role of a citizen in a diverse and global society; develop skills necessary for affecting positive change in the world.
<b>Science &amp; Mathematics</b>	Evaluate human-environment interactions (i.e. air and water pollution, climate change, use of non-renewable resources) and their effects on local and global societies. Students analyze citizen activism strategies to promote sustainable environmental practices.
<b>Social Science</b>	Compare the U.S. political, social, environmental or cultural experiences with those in other countries (i.e. energy policy, social mobility, voting/registration laws). Students analyze citizen activism strategies to promote positive social change.
<b>Health &amp; Wellness</b>	Contrast ways of building and maintaining physical health in different cultures. Discuss equitable distribution of healthcare to diverse populations.