Civic Engagement Task Force Report

Submitted to Faculty Assembly on April 21, 2025

Anyone looking for civically engaged programming will find it in many places on our campus. With faculty and staff support, our students address public problems and community challenges through programs such as Smart Neighbors and Volunteer Income Tax Assistance; facilitate the political engagement of their peers through Vote Oswego; and, address specific issues through student organizations. However, we lack a definition of civic engagement or associated learning outcomes for our community. While one might expect the work alone to be sufficient, a common orientation toward civic engagement as well as common learning outcomes can transform these projects into more than the sum of their parts by making it possible for us to tell a cohesive story about not just the role of civic engagement in our curricular and co-curricular program but also how we support students in gaining specific civic competencies.

Transforming Lives, Igniting Possibilities, SUNY Oswego's Strategic Plan for 2025-2030, states that one of our campus goal's is to "[a]ffirm and expand the university uniquely as a place for hands-on, active, and experiential learning both inside the classroom and beyond" (Grow, Goal 3). Achieving this goal relies, in part, on developing a strategy to "[p]repare civically active and career-ready students with the necessary competencies and resilience to succeed in an ever-changing environment and find meaningful and fulfilling careers." Developing meaningful action plans requires a clear understanding of what it means to have "competencies and resilience" relevant to civic activity as well as an ability to assess when and how we develop each. Ideally, the guidance provided in this document will facilitate this process for a range of offices.

This report begins with a proposed campus-wide definition of civic engagement, an explanation of relevant concepts, and an overview of relevant learning outcomes. The following sections explain the role of civic engagement in both curricular and co-curricular programming before providing an overview of how to interpret the new SUNY General Education category for Civic Discourse in light of this definition. We also offer an explanation of how departments might choose to connect the infused Civic Discourse category and Information Literacy categories with civic engagement. After a brief conclusion of possible next steps, readers will find appendices highlighting different assessment strategies for these learning outcomes as well as an annotated bibliography highlighting popular civic engagement assessments and disciplinary specific readings.

Again, none of this content is designed to be prescriptive. Rather, we provide examples and resources in hopes of supporting faculty and staff from a range of departments, offices, and programs in identifying how their particular disciplinary lens and pedagogical approaches might incorporate civic content.

Proposed Definition and Associated Concepts

Definition:

At SUNY Oswego our commitment to civic engagement, as individuals and as an institution, means we share a responsibility to identify, investigate, and respond to public problems in our communities.

Associated Concepts:

Identify: We cultivate within students a desire to recognize the strengths and challenges of their communities, the empathy to recognize public problems beyond their personal experience, and the personal responsibility to name what they see.

Investigate: We develop students' capacity to carefully consider specific problems and available solutions with an emphasis on considering multiple perspectives, methods, and contexts.

Respond: We challenge students to draw on previous steps to define a shared purpose with others and develop their capacity to address public problems through formal and informal avenues for civic change.

We embrace the interconnected nature of these stages as responding to public problems requires taking action, thinking collectively and critically about the results of that action, and formulating a new plan of action. In other words, our own responses to public problems should also be sites for identification and investigation.

The Rationale for Incorporating Civic Engagement Learning Opportunities Across the Curriculum

If the campus community takes seriously the responsibility of creating civically active graduates, then curriculum has a particularly important role to play. First, the curriculum is one area where we can effectively craft and assess requirements for our students. General Education is how we ensure that all students receive a foundation in the skills and content knowledge deemed essential by our system and institution. Similarly, major and minor requirements are where individual disciplines set requirements for what students will master on their way to a degree. Embedding civic skills and content in these spaces can ensure that all students receive exposure to this content. Second, we hope that students feel a particular interest in their major given that they are student-selected and connected to a desired career path. We would also anticipate students having stronger relationships with and trust in the faculty within their major. Drawing out the relevant connections between civic engagement and a major (for example, through a conversation about a major public problem) helps

students see the connection between their interests, civic discussions and public decision making.

Many programs already incorporate material connected to the definition we offer here. Many disciplines offer a means of identifying, investigating, and responding to problems and use a range of methods to do so. Our hope is that interested faculty and programs leverage the definition as well as the learning outcomes offered in the next section to articulate their connection to as well as assess students' mastery of civic content and skills. When civic engagement practices become more intentional, they become more wide-ranging in their impact for students, faculty, and our campus as a whole.

The Rationale for Incorporating Civic Engagement Learning Opportunities Across the Co-curriculum

Experiential learning has been an essential component of a SUNY Oswego education since its founding, serving as a powerful pedagogy that contributes to the development of new knowledge, awareness, and skills. Providing students with opportunities to learn in co-curricular spaces connects students' heads with their hands and hearts.

Opportunities to develop students civically can be intentionally provided in a multitude of spaces, opportunities, and experiences beyond the classroom. Within residence hall communities, student clubs or organizations, student conduct proceedings, or on alternative spring break trips, students can consider their place within as well as their responsibilities and obligations to a community, broaden their perspectives of themselves and others, and explore how to contribute to solving public problems.

Co-curricular settings, often less formal than classrooms and interdisciplinary by nature, may provide some advantages for civic learning. These spaces can be more nimble in utilizing current events, questions, and issues to which the student body wishes to attend. Spaces beyond the classroom may be perceived by students as more comfortable, organic environments allowing them to express authenticity, emotions, and perspectives they are hesitant to share within a classroom. For example, constructively disagreeing, engaging in dialogue to resolve a conflict, and advocating for a particular perspective after listening to the perspectives of others are skills that can and should be practiced in a myriad of out-of-classroom settings. But this skill-building does not just happen. Rather, trained staff should construct and facilitate intentional experiences as well as post-experience processing.

Essential skill building takes time and practice. Through co-curricular activities, students will be able to demonstrate their communication skill development including but not limited to active listening, synthesizing thoughts, expressing disagreement and

learning from different perspectives. They will expand their understanding of the context of public problems by experiencing and responding to those outcomes firsthand through service and reflection. And they can learn to build coalitions, develop plans, and identify actionable solutions to these public problems.

Civic Engagement and Associated General Education Learning Outcomes

While the specific knowledge and skills required to identify, investigate, and respond to public problems must be responsive to each particular situation, they connect to a number of learning outcomes including ones our campus has chosen to infuse within our majors. This section provides an overview of Civic Engagement learning outcomes developed by the Task Force as well as explaining how civic engagement connects to the Civic Discourse and Information Literacy learning outcomes with our General Education program.

Civic Engagement (CE) Learning Outcomes

To be crystal clear - these learning outcomes are not part of our campus' General Education plan and the Task Force is not encouraging that these learning outcomes become part of that plan. However, we wanted to provide sample learning outcomes that connect back to the proposed campus definition and could be achieved in both curricular and co-curricular spaces.

> Learning Outcome 1: Recognize the context(s) within which public problems and solutions are embedded; and
>
> Learning Outcome 2: Apply knowledge and skills in collaboration with others to address a problem of public interest through formal or informal avenues for political change.

Civic Discourse General Education (CDGE) Outcomes

In 2024, Chancellor John King stated his intention for the SUNY system to incorporate a new set of learning outcomes connected to building students' discourse skills into the system-wide general education requirements. After a number of revisions, the final language for this category is as follows:

Students will demonstrate the discourse skills necessary to participate in civic life, including

> Learning Outcome 1: The deliberation of ideas through reasoned inquiry that seeks new information and considers multiple viewpoints; and
>
> Learning Outcome 2: The ethical practice of advocacy, dissent, and dialogue that constructively attends to points of conflict.

SUNY's guidance on these LOs notes that they are "distinct from debate, which has as a primary purpose promoting one's own ideas and attempting to convince others to agree with these ideas." Civic discourse does not require students to persuade anyone of anything. However, it does require students to engage with the essential preconditions for meaningful deliberation. The first learning outcome assesses students' ability to consider a range of ideas - essentially asking that they be open to considering new information and perspectives and considering how this content intersects with their initial position or perspective. The second learning outcome assesses students' ability to engage directly with the standards that determine appropriate persuasion ("ethical"); interaction with others ("dialogue"); and, explicit, specific points of disagreement ("conflict").

To meet the CDGE LOs, students must engage by learning about a problem and, in some form, discussing it. Engaging meaningfully with others' viewpoints on a public problem and expressing one's own viewpoints are the two crucial pieces, regardless of the format they happen in. This "discussion" might be a literal discussion among classmates where various views are expressed and engaged with, writing an essay/report that engages others' perspectives on the problem, creating an artwork and artist's statement that situates the work as part of the broader discussion, etc.

To meet the CE LOs *and* the CDGE LOs, students must go a step further. These LOs require them to learn about the problem within its context and then apply what they have learned in order to address the problem in collaboration with others. The word "context" here is intended to be interpreted broadly and will vary depending on the subject and discipline. For example, the context might be about the physical or geographic environment, applicable laws and regulations, stakeholder needs, power dynamics, design constraints, resource constraints, social norms of relevant groups, competing ideologies, etc. Seeking to "address a problem of public interest through formal or informal avenues for political change" opens up multiple avenues for actions. Formal actions work through established political channels (e.g., writing to elected officials, drafting legislation or regulations, lobbying, speaking with an interest group, etc.) while informal actions seek to create change outside these official channels often through direct education or support (e.g., creating or publishing a game teaching about an issue, putting together a website to support individuals experiencing a particular problem).

Information Literacy General Education (ILGE) Learning Outcomes

Along with the new Civic Discourse category, in Fall 2026 all SUNY campuses will be responsible for assessing a revised set of learning outcomes in the Information Literacy category. The updated language for this category is as follows:

Students will

> Learning Outcome 1: Locate information effectively using tools appropriate to their need and discipline;
>
> Learning Outcome 2: Evaluate information from a range of sources, with an awareness of authority, validity, bias, and origin;
>
> Learning Outcome 3: Demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination, whether from traditional sources or emerging technologies, such as artificial intelligence.

While there are many ways to achieve these learning outcomes, if a project topic/prompt is focused around a public problem it is quite possible to combine this category with the first Civic Engagement learning outcome that asks students to "recognize the context - ideological, material, etc. - within which public problems and solutions are embedded." Meeting both categories requires students research background information about that problem and intentionally seek out at least one information source representing different (perhaps biased) points of view of the issue at hand.

Examples of possible research topics include, but are certainly not limited to:

- What restrictions (if any) should be placed on use of generative AI, given its impacts on and implications for education, the creation of mis/disinformation, copyright, human creativity, the job market, workplace efficiency, the environment, supporting neurodiverse people, etc.?
- What is the impact of deep sea mining on the future of energy storage, international relations, the environment, industry, etc.?
- How do news stories, popular culture, and highbrow art forms from different parts of the world address current /past refugee crises?

Fully meeting the Civic Discourse and Civic Engagement requirements will involve additional requirements and assessment, but this is one way that Information Literacy can feed into them.

Next Steps

Our nation and world face significant challenges: climate change, crumbling infrastructure, so-called "deaths of despair," racialized policy, and so much more. Addressing these challenges requires citizens with the ability to engage meaningfully with each other about the scope and scale of the challenges we face, draw on disciplinary and methodological knowledge from a wide-range of fields to develop solutions, and understand the different avenues for creating change. As a campus community, we have an opportunity and an obligation to equip our students with the agency and ethics necessary to take each of these steps.

Ideally, the new and revised General Education categories for Civic Discourse and Information Literacy provide an opportunity to build and assess skills relevant for Civic Engagement in ways that explicitly connect to individual disciplines. That said, as a Task Force, we discussed numerous times that we did not have - *nor did we want* - the ability to require departments and programs to incorporate civic content into their work. We do recommend that programs across campus consider the following actions:

- Leverage action planning connected to the strategic planning process to consider where and how civic content might be incorporated into your program.
- Adapt the Civic Engagement learning outcomes to assess student learning in classes with service-learning or other civic engagement components.
- Discuss how your program might incorporate civic engagement into your major as part of meeting the Civic Discourse and Information Literacy Gen Eds.
- Faculty advisors as well as on-campus supervisors for various internships, Empire State Service Corps students, etc. can incorporate assessments connected to the Civic Engagement learning outcomes.
- Offices planning co-curricular activities can use this Task Force report to think through possible civic connections

We know one of the major challenges for incorporating civic content into a class - particularly but certainly not exclusively for those outside of the social sciences - include identifying where or how the discipline or program can speak to public questions as well as how the work can be assessed. The four appendices to this report, we hope, can provide needed support by providing extended explanations of the learning outcomes, sample assignments and rubrics, and a list of resources.

Civic Engagement Task Force Membership

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Appendix I: General Education Sample Assessments

The following sample rubrics - very broad sample rubrics - provide an example of how one might assess the various learning outcomes associated with Civic Engagement, Civic Discourse, and Information Literacy.

These rubrics are not intended to be in any way exhaustive or prescriptive.

We offer them as a starting point for those who might find it useful and encourage individuals to revise or adapt these if doing so makes developing an assessment plan a lighter lift. If they are not of use, please simply ignore them.

Civic Discourse

The Civic Discourse general education requirement states: “Students will demonstrate the discourse skills necessary to participate in civic life, including

LO 1: The deliberation of ideas through reasoned inquiry that seeks new information and considers multiple viewpoints; and

LO 2: The ethical practice of advocacy, dissent, and dialogue that constructively attends to points of conflict.”

Table 1: Civic Discourse General Education Learning Outcome 1

Criteria	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
Reasoned inquiry	Actively engages with people / information sources who view a topic differently. Asks questions to help uncover similarities and differences in understanding. Continuously improves questions asked by applying information learned.	Engages with people / information sources who view a topic differently. Asks questions to help uncover similarities and differences in understanding.	Receives information from people / information sources who view a topic differently. Asks few / no useful questions.	Does not engage with people / information sources who view a topic differently.
Deliberation of ideas	Able to explain the priorities of multiple points of view on a given public problem. Able to explain why someone might share / disagree with those points of view.	Able to state the priorities of multiple points of view on a given public problem with minimal error. Able to explain some of why a person might share / disagree with those points of view, with occasional errors / omissions.	Able to state the priorities of multiple points of view on a given public problem with some errors. Many errors / omissions when explaining why someone might share / disagree with those points of view.	Not able to articulate multiple points of view on a given public problem.

Table 2: Civic Discourse General Education Learning Outcome 2

	Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
Advocacy, dissent, and dialogue	Communicates cogently in support of their own ideas, dissenting from others' views as needed. Addresses points of conflict. Engages constructively with others even when disagreeing.	Communicates coherently in support of their own ideas, dissenting from others' views as needed. Addresses some points of conflict. Engages constructively with others even when disagreeing, with minimal errors.	Communicates their ideas with some lack of coherency. May miss many openings to dissent from others' conflicting views or address points of conflict. May make numerous errors in engaging constructively during disagreements.	Does not communicate their ideas. Does not engage constructively during disagreements.
Ethical practice	Meets the ethical requirements of the field of study.	Mostly meets the ethical requirements of the field of study, with few errors.	Shows some awareness of the ethical requirements of the field of study, but has significant / numerous errors.	Does not reflect awareness of the ethical requirements of the field of study.

Information Literacy

The Information Literacy general education requirement states:

"Students will

LO 1: Locate information effectively using tools appropriate to their need and discipline;

LO2: Evaluate information from a range of sources, with an awareness of authority, validity, bias, and origin; and

LO3: Demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination, whether from traditional sources or emerging technologies, such as artificial intelligence."

The sample rubric assumes you have assigned your students some kind of project requiring them to conduct their own searches for information and then use that information to create something. The product that students create could take many forms. Examples include (but are not limited to):

- Essays
- Artist's statements
- Lesson plans
- Presentations
- Videos
- Podcasts
- Websites
- Games

Regardless of what form the completed product takes, you can assess SUNY's mandatory Information Literacy learning outcomes using this rubric to evaluate the fruits of students' research.

Again, use of this rubric is not mandatory; faculty / instructors are more than welcome to create their own assessment instruments as appropriate for their needs. Modifying this rubric to meet your own needs is also welcome and encouraged. Further inspiration may be found in the example assessment and infusion plans linked from SUNY Oswego's General Education webpage.

Table 3: Information Literacy Learning Outcome 1

Criteria	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
Research and Outside Sources	Sources chosen are relevant and clearly related to topic. All are appropriate to the topic. Has at least the required number.	Sources chosen are mostly relevant and most are related to topic. Most are appropriate to the topic. Has the required number.	Sources are connected to topic, but some fail to clearly relate. Some questions on appropriateness for the topic. Has the required number.	Sources fail to be connected to topic. Lacks relevancy. Sources are not appropriate for the selected topic. Does not have the required number.

Table 4: Information Literacy Learning Outcome 2

	Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
Authority	For all sources, author is listed and has appropriate credentials. Author is originator of information. Contact info is provided. OR source is used appropriately as a primary source.	For all sources, author is listed and has appropriate credentials. Author may not be originator of information, or that may be unclear. No contact info provided.	Most sources list an author. Author credentials may or may not be appropriate.	No author listed and no contact info provided. ** note that exceptions may be made for discipline-appropriate publications that do not include bylines, such as The Economist*
Validity	All sources contain appropriate citations / links supporting their facts and claims. OR source is used appropriately as a primary source.	Most sources contain appropriate citations / links supporting their facts and claims. Claims are verifiable.	Some sources contain citations / links to support their facts and claims. Some claims unverifiable.	Sources don't contain citations / links to support their facts and claims. Numerous unverifiable claims.

Bias	For all sources, their purpose is to inform and teach. Sources contain very little advertising. Minimal bias. OR source is used appropriately as a primary source.	For most sources, their purpose is to inform and teach. Contains some advertising. Minimal bias.	For most of the sources used, their purpose is to sell, entertain, or persuade. Sources contain a lot of bias.	Too much advertising makes content unclear.
Origin	All sources come from reputable publishers / aggregators. All sources were published or updated in the last [X years, as appropriate to discipline] OR source is used appropriately as a primary source.	All sources come from reputable publishers / aggregators. Most sources were published or updated in the last [X years]	Most sources come from reputable publishers / aggregators. Sources may be outdated.	Most sources do not come from reputable publishers / aggregators.

Table 5: Information Literacy Learning Outcome 3

Criteria	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
Citations and Formatting	Every citation follows [discipline-specific citation style] formatting with no or minimal errors. Outside sources / use of AI correctly handled in-text. Works Cited listed in order, correct grammar, indents, and overall formatting.	Every citation follows [discipline-specific citation style] formatting with minor errors. Outside sources / use of AI clear in-text. Works Cited listed in order, almost correct grammar and overall formatting.	Attempts to follow [discipline-specific citation style] formatting with errors. Attempted in-text citations with consistent errors. Works Cited attempts at correct overall formatting with consistent errors in order, grammar, indents, or content.	Major errors in [discipline-specific citation style] formatting. In-text citations are inconsistent or missing. Evidence that AI was used inappropriately. Works Cited lacks any attempt at correct citations or not included. Major errors in regard to the handling of outside sources.

Discipline specific ethical use (For example: Concerns around research participant privacy, misleading statistics, twisting an interviewee's words, etc.)	Use of information sources, statistics, and / or independent research results meets the ethical requirements of the field of study.	Use of information sources, statistics, and / or independent research results mostly meets the ethical requirements of the field of study, with few errors.	Use of information sources, statistics, and / or independent research results shows some awareness of the ethical requirements of the field of study, but has significant / numerous errors.	Use of information sources, statistics, and / or independent research results does not reflect awareness of the ethical requirements of the field of study.

Civic Engagement

We want to again emphasize that, unlike the learning outcomes for the General Education Core Competencies of Civic Discourse and Information Literacy, the Civic Engagement learning outcomes are entirely optional. Many programs across Academic and Student Affairs have components of civic engagement already embedded within them. However, without a common touch point for assessment, it can be difficult to tell a compelling story about what these projects - as components of an overall campus vision - offer to our students and the community. To that end, we propose the following learning outcomes:

Students will

> Learning Outcome 1: Recognize the context(s) within which public problems and solutions are embedded; and
>
> Learning Outcome 2: Apply knowledge and skills in collaboration with others to address a problem of public interest through formal or informal avenues for political change.

In crafting these learning outcomes, we deliberately tried to use language broad enough to encompass the methodologies, approaches, and work products relevant to a wide range of disciplines and offices.

Table 6: Civic Engagement Optional Learning Outcome 1

Criteria	**Exceeds Expectations**	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
Context	Explains why the public problem IS a problem. Explains how the problem is impacted by several of: policies / laws / norms, stakeholder needs, ideologies, design constraints, material / budget constraints, etc. (types of context / constraints as suitable for discipline)	Explains why the public problem IS a problem. Explains, with few errors, how the problem is impacted by several of: policies / laws / norms, stakeholder needs, ideologies, design constraints, material / budget constraints, etc. (types of context / constraints as suitable for discipline)	Explains, with some errors, why the public problem IS a problem. Explains, with some errors, how the problem is impacted by at least two of: policies / laws / norms, stakeholder needs, ideologies, design constraints, material / budget constraints, etc. (types of context / constraints as suitable for discipline)	Substantial errors when trying to explain why the public problem IS a problem. Major errors or cannot explain how the problem is impacted by two of: policies / laws / norms, stakeholder needs, ideologies, design constraints, material / budget constraints, etc. (types of context / constraints as suitable for discipline)

Civic Engagement Learning Outcome 2

Criteria for evaluating this LO will necessarily be specific to the assignment students are given. Dimensions to assess on may include:

- Did students collaborate in ways that make sense for your class and your discipline?
- Did students provide rationale for how their project could address the public problem?
- Did the students create a project that meets criteria appropriate for your discipline?

It is not necessary for the students to succeed in effecting the change they wish to accomplish; failure is a common piece of civic engagement, and an important learning opportunity. That said, students should be able to articulate a reasoned and reasonable connection between the problem of interest and the way in which they have chosen to apply their knowledge and skills.

Appendix II: Curricular Sample Projects and Assessments

As outlined in the Rationale for incorporating civic content into the curriculum, we want to emphasize that individual disciplines will approach civic engagement differently given the particular focus, methods, etc. appropriate to their disciplines. In this appendix, we provide a range of ideas for how different programs might incorporate civic content into their courses. To support faculty from a range of disciplines, this section provides various types of guidance. Some of these samples reflect very specific course assignments and others could apply to a range of courses. This section also closes with a review of various current campus projects that have clear connections to the proposed definition.

Table 7: Civic Lesson Plan Mini-Grant Projects

In Fall 2024, faculty from across campus participated in the Civic Engagement Coalition's Civic Lesson Plan Mini-Grant program. Participants attended a one-hour training on civic inquiry and civic literacy, spent a minimum of one course period on civic content in a fall course, provided an opportunity for voter registration to take place in their course, and submitted a report detailing the results and were compensated for this labor with a $200 travel grant. This table offers a brief summary of the work completed as a result of this project.

Course (Instructor)	**Time Devoted**	**Summary of Activities/Content**	**Skills intended**
PSY 100 (Emily Bovier)	One class period	Students offered their own definition of civic engagement and brainstormed how the field of psychology can contribute to civic engagement. Students worked in groups to review divisions within the American Psychological Association that promote civic engagement and report out their findings.	Understanding what civic inquiry/engagement is and how field of psych contributes
GWS 200 (Joanna Goplen)	20% of class time	Read and discuss arguments for and against Prop 1	Understand how gender equity is shaped by the political process; having a civil discussion about controversial issues
SUS 115 (Joanna Goplen)	50% of class time	Researched presidential candidates' platforms as they related to sustainability	Understand the effects of political leaders on sustainability issues; how to research political candidate positions
THT 308	15% of class time	Read and watched a film of Heidi Schreck's play	Learn the history of political

(Krystal Kennel)		*What the Constitution Means to Me*. The students formulated an answer to a debate question posed in the play and presented their argument to the class.	theater and the role of theater as educational and political
CHE 461 (Julie Koeppe)		In class discussion of science funding - both private and public sources - with a discussion of the advantages and disadvantages as well as the obligations of a researcher accepting different types of funding; the role of government and industry in pharmaceuticals; and publish or perish.	Gain Perspective on the "real world" of science and scientific discoveries
RMI 300 (Kathleen Locklear)	Total of 2 hours over multiple classes	"Insurance and Civic Engagement" was a course theme in October and included discussions of insurance company operations, regulation of insurers, and the role of government as a source for flood insurance.	Five learning outcomes around social impacts of and govt role in insurance; viewing a problem from multiple perspectives and engaging in respectful discussion around those issues
CRJ 385 (Matthew McClesky)	2 class periods beyond the periods covering the major reading	Teased apart the differences between the presidential candidate's drug policy platform by assessing the myth and reality of their proposals and what the consequences of implementation may be. This lesson included teasing out the differences between what works well as an election talking point and what can translate into sound public policy.	Emphasis on civic literacy (data literacy skills); fits well with CRJ curriculum on the "function" and possible "limitations of" and role of "public resources" for justice system projects
MAT 198 (Zoe Misiewicz)	5% of overall class time	Incorporated gerrymandering - a short article about the topic followed by puzzles using gerrymandering	Gerrymandering served the example used to build skills

		- into the section on puzzles.	on mathematical proofs, developing a convincing argument
MHCI 530 (Vanessa Maike)	3 class periods + two significant course assignments	Students completed a case study that included analyzing the accessibility of a PDF copy of the NY voter registration form and and then analyzing a voting machine from “Remote Ballot Marking Systems & Internet Systems” using content from the paper “Making Voting Easier for Disabled and Overseas Voters: Secure, Accessible Virtual Voting Infrastructure”	Students built skills in digital accessibility by assessing the accessibility of voter engagement materials
ISC 105 (Ryan Zlomek)	1 class period	Introduced different approaches to regulating artificial intelligence technology. The lesson included an open dialogue, small group discussions about protections they would want included, and then reviewing the Blueprint for an AI Bill of Rights from the Biden White House.	Students learned to frame technology in thematic terms, practice group dialogue on a sensitive subject, and learn about possible regulations

Table 8: English Literature Sample

Students could use literary critique to note how a work of literature maps strategies for recognizing the context for a particular public problem or create a plan for how they could apply the knowledge mapped in the literary work toward a real-world collaboration with someone to create political change around the problem, as they encounter it in their life.

Learning Objective	**Learning Outcome**	**4 Exceeds**	**3 Meets**	**2 Approaches**	**1 Not Meeting**
Translate literary language around a social problem represented in the text into a material, structural civic engagement framework.	CE 1	Locates a social problem in the literary text and plots a connection to a specific civic structure in the current world, using the vocabulary relevant to the discourse of civic engagement.	Locates a social problem in the literary text that connects to a comparable structure they can describe in the current world.	Recognizes the correspondences between a social problem in the literary text, and a comparable situation in the current world, but without critical precision.	Recognizes the representation of a social problem in the text, but not clarifying what the problem is or mapping a connection to the current world.
Create a plan for how they could apply the positive strategies mapped in the literary work toward a real-world collaboration	CE 2	The plan gives a real-world civic partner the student plans to engage, in keeping with a particular strategy mentioned in the text.	The plan gives an appropriate real-world civic partner the student plans to engage.	The plan gives a real-world civic partner, that may not align fully to the social problem.	The plan does not specify a relevant civic partner.

Document steps the student is taking to initiate the plan for collaboration, and the outcomes.		Student documents their outreach and followup efforts and outcomes, and relates the experience back to their interpretive analysis of the literary text.	Student documents their outreach and followup efforts and outcomes.	Student does not fully complete their outreach and followup, but does document.	Student does not fully complete or document.

Table 9: Needs Assessment and Problem Solving

One critique of campus-sponsored civic activity is that it may reflect what students want to do rather than what a community needs and can take place in but not with a community. This rubric emphasizes understanding the context within which the need exists (CE LO1) and emphasizes the collaborative nature of civic action (CE LO2). Depending on how information about context is gathered and processed, this type of project may also meet the requirements for Information Literacy.

Needs assessment and problem solving	**4- Strong Impact**	**3- Good Impact**	**2- Some Impact**	**1- Minimal Impact**
Meet actual community needs	Determined by a needs assessment interview by the student	Determined by the past needs assessment of the interview by students	Determined by guessing what community needs may be	Community needs secondary to assignment needs; the project considers only student needs

Are coordinated in collaboration with the community	Active, direct collaboration with the community by the student	Community members act as consultants in the project development	Community members are informed of the project directly	Community members are coincidentally informed or not knowledgeable at all
Complete active student reflection	Students think, share, and produce a reflection individually and as group members	Students think, share, and produce group reflection only	Students share, with no individual reflection project	Ran out of time for a true reflection; just provided a summary of events
Use new academic skill/knowledge in real-world settings	All students have direct application of new skills or knowledge in community service	All students have some active application of new skills or knowledge	Some students are more involved than others, or have little community service involvement	Skill knowledge used mostly in the classroom; no active community service experience
Help develop a sense of caring for and about others	Reflections show affective growth regarding self in the community and the importance of service	Reflections show generic growth regarding the importance of community service	Reflections restricted to the pros and cons of a particular service project regarding the community	Reflections limited to the self-centered pros and cons of the service project

Table 10: Critical Reflections on Public Issues From a Disciplinary Lens

All disciplines have the ability to reflect on public problems and issues. The methodology and skills of various disciplines contribute to defining/understanding an issue or researching and evaluating solutions.

Critical Reflection	Excellent	Satisfactory	Developing	Unsatisfactory
	4	3	2	1-0
Explanation of Issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence (Selecting and using information to investigate a point of view or conclusion)	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. viewpoints of experts are questioned thoroughly	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others'	Identifies own and others' assumptions and several relevant contexts when presenting a	Questions some assumptions. Identifies several relevant contexts when presenting a	Shows an emerging awareness of present assumptions (sometimes labels

	assumptions and carefully evaluates the relevance of contexts when presenting a position.	position.	position. May be more aware of others' assumptions than one's own (or vice versa).	assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Table 11: Mock Grant Proposal

Students (individually or in groups) could complete an application for a state or federal government grant connected to the content of the course. In this assignment students will identify a public problem, the communities it affects, and a possible solution. The work will be assessed on the completeness of the application and how clearly they express the need for the funding and how it will be spent. Faculty could provide various degrees of scaffolding for the assignment, such as assigning which grant students would be applying for versus having students find an appropriate grant on their own, or requiring students to apply for a grant as if they were working at an existing organization versus allowing them to make up their own organization.

Learning Objective	**Learning Outcome**	**4**	**3**	**2**	**1**	**0**
Identify and explain a public problem and the communities it affects	CE 1 ILGE 1 ILGE2	Problem and communities are both clearly and thoroughly explained using qualitative and quantitative data from a variety of sources	Problem and communities are defined with some supporting evidence from multiple sources	Both problem and communities are identified but with little supporting evidence	Problem and communities are identified	No evidence
Propose a solution for the public problem	CE 2 ILGE 1 ILGE 2	Solution and desired outcomes are fully outlined and backed with evidence, detailed information about the human and financial resources required are included	Solution and desired outcomes are outlined and generalized information about required resources is included	Solution is outlined, very minimal or no information about required resources is included	A solution is present but little to no detail on how to accomplish it is included	No evidence

Complete a grant application	CE 2	The application is totally complete and a compelling case for the grant being awarded is made	The application is complete but does not make a convincing case for the grant being awarded	The application is not fully complete, but most sections have some information included	Multiple sections are incomplete and those that are complete contain minimal information	No evidence

Appendix III: Co-Curricular Projects and Sample Assessments

Our campus currently features a number of co-curricular programs that already, or with slight shifts could, be assessed for their contribution to students' civic learning at Oswego. The following list demonstrates a range of learning strategies connected to current co-curricular programming. Bolded items are featured as expanded examples in the next section.

Civic Discourse General Education LO1: The deliberation of ideas through reasoned inquiry that seeks new information and considers multiple viewpoints.

- Office of Student Conduct student educational conversations
- Civic Engagement panels
- **Leadership Development Program for Student Leaders in Student Organizations** (Table 19)
- **Alcohol and Drug Educational Sanctioning Meetings** (Table 14)
- Student Involvement in Recognized Student Media Organizations: The Oswegonian, WNYO-FM, and WTOP-TV

Civic Discourse General Education LO2: The ethical practice of advocacy, dissent, and dialogue that constructively attends to points of conflict.

- **Being Bold Dialogue Series** (Table 13)
- Student Association student advocacy
- Marches such as the Walk of Shame and Take Back the Night
- **Residence Life and Housing Training on Free Speech and Civic Engagement** (Table 18)
- Residence Hall Mediation Training for Professional Staff and Resident Assistants
- Training Sessions for Student Conduct Board Members and Student Conduct Advisors

Civic Engagement LO1: Recognize the context(s) within which public problems and solutions are embedded

- **Alternative Break Programs** (Table 12)
- Student Organization, Fraternity and Sorority Life, and Intercollegiate Athletics Community Service Activities

- University Days of Service
- **Empire State Service Corps** (Table 16)
- Harm reduction Supplies and Kits for Students
- Recovery Ally Training
- **Junk Mail Delivery Service/Health Hub Vending Machines** (Table 17)
- Student Association Volunteer Ambulance Corp. (SAVAC) participation

Civic Engagement Learning Outcome 2: Apply knowledge and skills in collaboration with others to address a problem of public interest through formal or informal avenues for political change.

- **SHOP/Basic Needs Training and Experience for interns, Volunteers, Graduate Assistants** (Table 15)
- **Empire State Service Corps** (Table 16)
- Student Employment
- Involvement in Sustainability Office Programs (for example, the Permaculture Living Lab, Tapping Maple Trees, Lake Ontario Clean-ups, OzThrift, Bike Share, etc.)
- **Student Association Club and Organization Annual Budget Process** (Table 20)

Table 12: Alternative Breaks

Alternative Breaks are week-long, immersive service trips that allow students to travel domestically and internationally while providing meaningful service to a variety of nonprofits working to alleviate different social issues intertwining social justice into the programs. Students who participate in a **Week-long Alternative Break Experience** will be able to:

Strategy-level Learning Objectives	**Related LOs**	**4**	**3**	**2**	**1**	**0**
Apply ethical considerations of doing service within assigned location/community.	CDGE2	Can apply ethical considerations when providing services both in and beyond the site.	Can explain relevant ethical considerations for service site.	Can describe ethical considerations relevant to the specific site.	Can understand service should not occur without prior consideration of impact.	No evidence
Assess the degree to which the public problem(s) can be addressed by the service project.	CE1	Can assess the strengths and limitations of the service site's approach to the public problem	Can explain the strengths and limitations of the service site's approach to the public problem	Can describe the cause of the public problem the site aims to address.	Can identify the public problem represented by their site.	No evidence

Describe three aspects of a long-term solution for the identified public problem.	CE1	Can describe three aspects of a long-term solution for the identified public problem.	Can describe two aspects of a long-term solution for the identified public problem.	Can describe one aspect of a long-term solution for the identified public problem.	Can describe issues that may be the causes of the public problem.	No evidence
Reframe one's perspective of a given public problem and/or the context in which the public problem is experienced.	CDGE1	Can reflect on how this new perspective may apply to public problems beyond the specific site	Can explain one way the experience shifted their perspective on a public problem.	Can identify one way the experience challenged their perspective on a public problem.	Describes their own perspective.	No evidence

Table 13: Being Bold

SUNY Oswego's James A. Triandiflou Institute for Equity, Diversity, Inclusion, and Transformative Practice collaborate with the InterFaith Works' El-Hindi Center for Dialogue and Action (CDA) to provide **Being Bold**, a transformational intergroup dialogue experience, where people from a myriad of cultures and backgrounds find new ways to learn from each other and work together.

Being Bold participants meet with a small group of people who seek to understand how social identities and implicit bias affect their everyday lives at SUNY Oswego and in the larger communities in which they live. Groups are formed considering racial and gender diversity and meet five times for two hours each. Participants work together to think and talk about the effects of race, ethnicity, gender, and other differences in identity.

Students who participate in Being Bold will be able to:

Strategy-level Learning Objectives	**Related LOs**	3 - Engagement	2 - Application	1 - Understanding	0
Demonstrate and increase understanding of racial identity.	CDGE1	Compare the ways in which their racial identity intersects with others.	Discuss personal racial identity in relation to other people.	Explicitly define one's racial identity.	No Evidence
Implement the Being Bold principle of "Honoring uncomfortable conversations."	CDGE2	Formulate individual practice for discussing issues that cause conflict.	Examine personal discomfort to other members of the group.	Identify views that counter your personal belief system.	No Evidence

Table 14: Alcohol and Drug Educational Sanctioning Meeting

SUNY Oswego students that violate a Student Code of Conduct drug or alcohol policy, are required to engage in an educational conversation following a disciplinary incident to help them better understand how their decisions impacted not only themselves, but also the community within which they live. Students who participate in an **Alcohol and Drug Educational Sanctioning Meeting** with an Alcohol and Other Drug or Office of Student Conduct staff member will be able to:

Strategy-level Learning Objectives	**Related LOs**	**4**	**3**	**2**	**1**	**0**
Reflect on the impact of one's substance abuse on themselves and others.	CDGE2	Can describe three ways that substance abuse affects health, relationships, and society	Can describe one-two ways that substance abuse affects health, relationships, and society	Can recognize that substance abuse has impacts on health, relationships, and society	Can recognize that substance abuse affects self and others	No Evidence
Effects of AOD use on the greater Oswego Community (town and gown) .	CE2	Can identify three ways the use of alcohol and drugs impact the Oswego Community	Can identify one to two ways the use of alcohol and drugs impact the Oswego Community	Mentions effects of AOD use on the community but lacks a comprehensive discussion.	Can recognize the effects but lacks depth on how it affects the greater Oswego community	No evidence

Table 15: Students Helping Oz Peers (SHOP)

SUNY Oswego **Students Helping Oz Peers (SHOP)** interns, Volunteers, Graduate Assistants who participate in SHOP trainings, and work at SHOP will be able to:

Strategy-level Learning Objectives	Related LOs	4	3	2	1	0
Define three basic needs areas	CE1	Can effectively describe three or more basic needs areas.	Can effectively describe two basic needs areas.	Can effectively describe one basic needs area.	Can define a basic need, but cannot describe specifics.	No Evidence
Apply ethical considerations of doing service within the SHOP.	CDGE2	Can apply ethical considerations when providing services both in and beyond the SHOP	Can explain relevant ethical considerations for service SHOP.	Can describe ethical considerations relevant to the SHOP	Can understand service should not occur without prior consideration of impact.	No Evidence
Assess the degree to which the public problem(s) can be addressed by the SHOP.	CE1	Can assess the strengths and limitations of the SHOP's approach to the public problem.	Can explain the strengths and limitations of the SHOP's approach to the public problem.	Can describe the cause of the public problem the SHOP aims to address.	Can identify the public problem represented by the SHOP.	No Evidence
Reframe one's perspective of a given public problem and/or	CDGE1	Can reflect on how this new perspective may apply to public	Can explain one way the experience shifted their	Can identify one way the experience challenged their	Describes their own perspective.	No Evidence

the context in which the public problem is experienced.		problems beyond the SHOP.	perspective on a public problem.	perspective on a public problem.		

Table 16: Empire State Service Corps

SUNY Oswego's **Empire State Service Corps** members, with the support of staff from the Office of Experiential Learning, receive paid placements in high-need areas such as K-12 tutoring, the federal Supplemental Nutrition Assistance Program (SNAP) and basic needs outreach, peer mental health, sustainability, anti-hate and anti-bias prevention, nonpartisan civic engagement and Free Application for Federal Student Aid completion. Students who serve as as a Service Corp Member will be able to:

Strategy-level Learning Objectives	**Related LOs**	**4**	**3**	**2**	**1**	**0**
Examine case studies and political, social, and economic issues that affect the identified organization or community	CE1	Examine 3 or more case studies, integrating multiple perspectives and specific data or examples to support claims.	Examine 2-3 case studies, demonstrating a clear connection to political, social, and economic issues with some supporting evidence.	Examine at least 1 case study but lacks depth, provides limited analysis or weak connections to the issues.	Examine fewer than 1 case study with minimal analysis, lacking clear connections to broader issues.	No evidence
Design community interventions in collaboration with site partners and other stakeholders.	CE1	Create a detailed, feasible plan incorporating input from 3 or more stakeholders, demonstrating innovation and alignment with community needs.	Develop a clear intervention plan with 2 or more stakeholder inputs, showing solid alignment with community needs.	Propose an intervention plan with some stakeholder input but lacks feasibility or depth.	Present a vague or incomplete intervention plan with little to no stakeholder engagement or clear connection to needs.	No evidence

Implement an advocacy or service initiative that aligns with the needs of the site and community.	CE2	Successfully execute the initiative with measurable impact, engaging 3 or more stakeholder groups, and providing quantifiable evidence of effectiveness.	Implement the initiative, engaging 2 or more stakeholder groups, with some measurable impact and evidence of effectiveness.	Partially implement the initiative, engaging with at least 1 stakeholder group, but lacks strong impact or measurable results.	Implement the initiative ineffectively, with little to no stakeholder engagement or measurable impact.	No evidence
Critique the impact of personal and collective service efforts by reflecting on challenges, successes, and areas for improvement in advancing public interest initiatives.	CE2	Provide a detailed reflection addressing 3 or more challenges, successes, and areas for growth, supported by specific examples and insights.	Reflect on 2 or more challenges, successes, and areas for growth with some supporting examples and analysis.	Identified at least 1 challenge, success, and area for growth but lacks depth or specificity in reflection.	Provide little reflection, with few or no specific examples of challenges, successes, or growth.	No evidence

Table 17: Health Hub vending machines OR Junk Mail Delivery Service

Health Hub vending machines OR Junk Mail Delivery Service are programs offered to help students make informed decisions about their health and well-being, and coordinated by the Office of the Dean of Students health educators. Student employees who help operate either of these two programs will be able to:

Strategy-level Learning Objectives	Related LOs	3	2	1	0
Identify 3 sexual and reproductive health services within the campus community.	CE1	Able to identify 3 sexual and reproductive health services within the campus community.	Able to identify 2 sexual and reproductive health services within the campus community.	Able to identify 1 sexual and reproductive health services within the campus community.	No Evidence
Analyze the "Junk Mail" processes taken and systems in place to address sexual health and reproductive needs.	CE2	Synthesize feedback and apply to improve the system related to the social health issue	Able to gather feedback on the Junk Mail process and system.	Able to understand the Junk mail process and system at a basic level without application.	No Evidence
Reflect on their own civic responsibility related to sexual health and reproductive needs.	CDGE1	Can reflect on how this new perspective may apply to public problems beyond the campus.	Can explain 1 way the experience shifted their perspective on sexual and reproductive health.	Can identify 1 way their actions impact the sexual and reproductive health needs on campus	No Evidence

Table 18: Residence LIfe and Housing Free Speech and Civic Engagement Training

The Residence Life and Housing training on Free Speech and Civic Engagement facilitated by staff from the Triandiflou Institute, Office of Student Conduct, and Dr. Allison Rank addressed topics including the history of US free speech rights; SUNY Oswego Free Speech, Civil Discourse, and Peaceful Assembly policies; protected speech definitions and exceptions; residence halls as key locations for students to learn important related learn skills; limitations of free speech laws and associated Student Code of Conduct policies; the University's policy on bias; and uses cases studies to illustrate. Participants of this training will be able to:

Strategy- level Learning Objectives	Related LOs	4	3	2	1	0
Participants will build a foundational understanding of U.S. free speech law.	CDGE2	Teach others about protected speech	Apply protected speech standards within their residential community	Describe 2 exceptions to protected speech	Define protected speech	No Evidence
Explain the role of free speech in a democratic society.	CDGE2	Educate peers on the importance of protecting minority viewpoints as part of protecting democracy	Explain SUNY Oswego's free speech obligation in connection to its a status as a public institution	Describe how restrictions on free speech undermine the values of liberal democracy	Describe the concept of free speech	No Evidence
Connect U.S Free Speech laws with University Code of Conduct policies.	CDGE2	Educate peers on how to effectively respond to protest events with which they disagree	Utilize correct University resources to facilitate civil discourse and assembly events	List 3 restrictions related to public forum free speech	Identify where to access SUNY Oswego's Free Speech, Civil Discourse, and Peaceful Assembly policy	No Evidence
Apply appropriate conflict mediation strategies in their	CDGE2	Facilitate community circles within their community	Participate in conversations where there are conflicting views	Identify 3 areas where conflict may arise in the community	Define conflict in a community	No Evidence

residential communities.						

Table 19: Leadership Development Program for Student Leaders in Student Organizations

The **Leadership Development Program for Student Leaders in Student Organizations** is a comprehensive initiative designed to empower and equip student leaders with essential skills to effectively lead and manage student organizations. Created and facilitated by the Student Engagement and Leadership office, the program offers a range of workshops, training sessions, and resources that focus on leadership skills, team management, communication, and conflict resolution. Participants will be able to:

Strategy-level Learning Objectives	Related LOs	4	3	2	1	0
Advocate for their perspectives and engage in respectful, constructive dialogue with their peers.	CDGE2	Articulates their position and advocates with compelling evidence and empathy while acknowledging differing viewpoints and seeking common ground.	Advocates for their position, providing logical reasons and recognizing differences, but sometimes struggles to find common ground.	Advocates for their position but with limited support or weak reasoning and fails to respect differences.	Struggles to advocate for their position and/or disrespects others' opinions or avoids engaging in constructive dialogue.	No Evidence
Foster an inclusive environment to achieve collective goals within their organizations.	CDGE1	Actively fosters inclusivity, encourages diverse ideas, and resolves conflicts positively.	Works well with organization members, showing respect and understanding of different perspectives.	Works with organization members but may contribute to conflict or exclude others unintentionally.	Demonstrates difficulty in working with others or does not respect organization dynamics.	No Evidence

Identify key issues affecting their organizations and take proactive steps to address those concerns.	CE2	Takes initiative to develop and implement well-thought-out solutions, involving the community in the process.	Develops solutions to address identified issues and takes steps toward implementation.	Suggests solutions, but struggles with creating actionable steps or lacks follow-through.	Fails to take action on identified issues or lacks a plan to address concerns.	No Evidence

Table 20: Student Association Annual Budget Process

The **Student Association Annual Budget Process** is a structured process through which select student organizations request and receive funding for the following academic year. The process ensures fair and transparent allocation of financial resources to support student organization events and initiatives that enhance campus life for the SUNY Oswego student body. Participants will be able to:

Strategy-level Learning Objectives	**Related LOs**	**4**	**3**	**2**	**1**	**0**
Engage in reasoned inquiry to deliberate funding proposals.	CDGE1	Can critically evaluate proposals, integrate diverse perspectives, and use evidence-based reasoning to make funding decisions.	Can analyze proposals, consider multiple viewpoints, and apply basic reasoning to budget decisions.	Can describe different perspectives but struggles to integrate them into decision-making.	Can identify a funding issue but does not consider multiple perspectives.	No Evidence
Apply financial knowledge and problem-solving skills in addressing student funding needs.	CE2	Applies financial knowledge, and engages in problem-solving to equitably allocate resources.	Applies some financial knowledge, and contributes to discussions on funding allocation.	Participates in discussions but struggles to apply financial knowledge or problem-solving effectively.	Shows minimal collaboration and lacks financial understanding in discussions.	No Evidence

Appendix IV: Resources

A Crucible Moment: College Learning & Democracy's Future. The Civic Learning and Democratic Engagement National Task Force on behalf of The Global Perspective Institute, Inc. and the Association of American Colleges and Universities, 2011. https://www.aacu.org/publication/a-crucible-moment-college-learning-democracys-future

"America's Crisis of Civic Virtue." Arthur C. Brooks in *Journal of Democracy,* April 2024. https://www.journalofdemocracy.org/articles/americas-crisis-of-civic-virtue/

Anti-Racist Community Engagement: Principles and Practices. Ed. Christina Santana, Roopika Risam, Aldo Garcia-Guevara, Joseph Krupczynski, Cynthia Lynch, John Reiff, Cindy Vincent, and Elaine Ward. Stylus Publishing, 2023. Available at Penfield Library, LC212.4.A58 2023

Assessing the Civic Campus: The Link Between Higher Education and Democracy. Ioana G. Hulbert and Deirdre Harkins on behalf of the American Association of State Colleges and University, 2024. https://sr.ithaka.org/publications/assessing-the-civic-campus/

"Can Higher Education Help Review American Democracy." John M. Bridgeland, Cecilia Muñoz & Danielle Allen in *Change: The Magazine of Higher Learning*, 2024. DOI: 10.1080/00091383.2024.2322913

Civic Prompts: Making Civic Learning Routine Across the Disciplines. Caryn McTighe Musil on behalf of the American Association of Colleges and Universities, 2015. https://www.aacu.org/publication/civic-prompts-making-civic-learning-routine-across-the-disciplines

"Civilise the Business School. For a Civic Management Education." Laura Colombo in *Academic of Management Learning and Education,* 2022. DOI:10.5465/amle.2021.0430

Connecting Civic Engagement and Social Innovation: Toward Higher Education's Democratic Promise. Eds. Amanda Moore McBride and Eric Mlyn. Stylus Publishing, 2020. Available at Penfield Library, LC191.94.C65 2020

Creating Space for Democracy: A Primer on Dialogue and Deliberation in Higher Education. Ed. Timothy J. Shaffer and Nicholas V. Longo. Stylus Publishing, 2019. Available as an ebook through Penfield Library

Deliberative Pedagogy: Teaching and Learning for Democratic Engagement. Ed. Timothy J. Shaffer, Nicholas V. Longo, Idit Manosevitch, and Maxine S. Thomas. Michigan State University Press, 2017. Available at Penfield Library, LC1091.D38 2017

Every Student, Every Degree: College Civic Learning for Today's Students and Tomorrow's Democracy. Campus Compact, 2024. https://compact.org/resources/every-student-every-degree-college-civic-learning-for-todays-students-and-tomorrows-democracy

Higher Education's Role in Enacting a Thriving Democracy: Civic Learning and Democratic Engagement Theory of Change. David Hoffman, Jennifer Domagal-Goldman, Stephanie King, and Verdis Robinson, 2018. https://compact.org/sites/default/files/CLDE-Theory-of-Change.pdf

New Strategies for Wicked Problems: Science and Solutions in the 21st Century. Edward P. Weber, Denise Lach, and Brent S. Steel. Oregon State University Press, 2017. Available as an ebook through Penfield Library

Promoting Civic Engagement Through Art Education: A Call to Action for Creative Education. Ed. Flavia Bastos and Doug Blandy. Routledge, 2025. Available at Penfield Library, LB14.7.P766 2025

Sciences and Civics Guide. Science Rising and the Students Learn Students Vote Coalition. https://slsvcoalition.org/resource/science-and-civics-guide/

Teaching Civic Engagement Across the Disciplines. Elizabeth C. Matto, Alison Rios Millet McCartney, Elizabeth A. Bennion, and Dick Simpson with the American Political Science Association, 2017. https://web.apsanet.org/teachingcivicengagement/about/teaching-civic-engagement-across-the-disciplines/

The Business Case for Civics Education. Harvard Business Review Analytic Service, 2019. https://hbr.org/sponsored/2019/11/the-business-case-for-civics-education

The Craft of Community-Engaged Teaching and Learning: A Guide for Faculty Development. Marshall Welch and Star Plaxton-Moore. Stylus Publishing, 2019. Available at Penfield Library, LB1731.W4 2019

The Political Classroom: Evidence and Ethics in Education. Diana E. Hess and Paula McAvoy. Routledge, 2015. Available at Penfield Library, LC89.H44 2015

VALUE Rubrics. American Association of Colleges and Universities. https://www.aacu.org/initiatives/value-initiative/value-rubrics

What Should We Do?: A Theory of Civic Life. Peter Levine. Oxford University Press, 2022. Available as an ebook through Penfield Library

What Universities Owe Democracy. Ronald J. Daniels with Grant Shreve and Phillip Spector. Johns Hopkins University Press, 2021. (available for free on Project Muse)

"Why STEM Education - and Democracy - Need Civic Science" Christian H. Ross, Samantha Jo Friend in *American Scientist,* 2023. https://www.americanscientist.org/article/why-stem-education-and-democracy-need-civic-science#:~:text=Civic%20science%20teaches%20STEM%20students,and%20engage%20in%20civic%20participation.

Wicked Problems: How to Engineer a Better World. Guru Madhavan. W. W. Norton & Company, 2024. Available at Penfield Library, TA168.M253 2024

Relevant Higher Education Organizations

American Democracy Project

Project Pericles

Civic Learning and Democracy Engagement Coalition

Partners for Campus-Community Engagement (PCCE)