

## Infusing the SUNY GE Civic Discourse Local Examples

The General Education Council asked the chairs of Curriculum and Instruction, Electrical and Computer Engineering, and Theatre to share statements regarding what infusion of the Civic Discourse competency might look like in their respective programs. The statements are meant only to serve as possible examples for departments and programs. To be clear, these are merely examples; they are not infusion and assessment plan submissions to the Council. That said, the Council thinks that, as examples, the statements provided by the three chairs will help departments and programs think about and then articulate how the Civic Discourse learning outcomes are addressed in major(s).

### Curriculum and Instruction

The Culturally Responsive and Sustaining Pedagogy (CR-SP) across the Disciplines Assessment will meet the Civic Discourse Learning Outcomes:

- Students will be able to respond to an inquiry question, of "What does CR-SP look like in my discipline (i.e. Childhood Education, English, Mathematics, Modern Languages, Sciences, and Social Studies)?" They will review and evaluate multiple approaches through research and practice in their specific discipline. **(LO 1: the deliberation of ideas through reasoned inquiry that seeks new information and considers multiple viewpoints).**
- Students will provide a portfolio including lesson plan(s) and an oral advocacy statement that provides evidence of their evaluation of multiple viewpoints and the most effective approach for CRSP in their classroom and school communities. **(LO 2: the ethical practice of advocacy, dissent, and dialogue that constructively attends to points of conflict).**

For Curriculum and Instruction, we are implementing an advocacy assessment that will allow all teacher candidates to demonstrate the importance of Culturally Responsive and Sustaining Pedagogy in their specific disciplines. The assessment includes an oral advocacy statement/speech, and candidates will provide evidence in their portfolios of a lesson plan and a "brief" (for lack of a better word). Teacher candidates present their advocacy and the audience provides questioning and/or present challenges to their advocacy. We have a working rubric and are piloting it this semester. I will have some feedback for revisions at the end of the semester. This assessment will be completed in EDU 380, *Culturally Relevant Teaching* (although we are updating the course title and learning objectives to reflect the NY framework). This class is required by the New York State Department of Education for each student who graduates from our program.

### Electrical and Computer Engineering

Students are required to take *ECE 491 - Capstone Design Proposal* where they must identify a topic, an Engineering problem for an industrial partner or other constituencies. Students must produce, present, and defend a design proposal to the ECE faculty for approval. Students start by defining a problem statement and proposing multiple solutions to meet their project requirements. Engineering problems always require consideration of many possible approaches, taking into consideration any trade-offs that have to be made to come up with the best solution within a given set of constraints. Before the presentation to the ECE faculty at the end of the semester, students in groups engage in significant research for standards and application of various approaches to solving the problem they have chosen and that has to be part of their presentation.

The following are the LOs for Civic Discourse and a statement on how the students in Electrical and Computer Engineering will demonstrate the skills necessary to participate in civic life:

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

The Capstone Design course requires significant focus on deliberation of ideas. Ideas on what problem students are going to solve and its environmental, social, and economic impacts. Students must thoroughly investigate the problem domain and many alternative solutions and the ways that such solutions can address them. Students engage in group discussions and follow a systematic approach using decision tables to compare several solutions against a set of project requirements. Students have to demonstrate that they can come to a consensus in their groups and with the faculty sponsor using well-reasoned arguments supported by the research they have done.

**LO 2: the ethical practice of advocacy, dissent, and dialogue that constructively attends to points of conflict**

The Capstone Design course provides ample opportunities for students to advocate with their group and with the faculty sponsor for the problem that their group should choose to work on. They need to demonstrate that the parameters set for their project are feasible and achievable. They must deliberate on many options for how an engineering problem can be addressed. There will invariably be disagreement and dissent when choosing a design and an approach for solving problems. Professional conduct is an expected outcome of any Engineering degree; thus, students must demonstrate that they can constructively handle points of conflict. Throughout their coursework, students learn to apply and follow the [Code of Ethics for Engineers](#) when conducting tasks related to their profession.

**Learning Outcome Assessment:**

- Use the Capstone Report grading rubric to evaluate the students' ability to compare alternate design strategies and multiple solutions against the project requirements
- Deploy a rubric developed for their presentation of their design to the faculty.
- Use a peer-evaluation rubric to evaluate the teamwork performance of each student within their groups. This rubric evaluates each student's

ability to work with others and maintain a positive attitude toward other group members.

Theatre

### **Civic Discourse Infusion Statement for the Theatre Department**

We will be implementing an Assessment that will allow all Theatre students to demonstrate the importance of Civic Discourse in the making and performing of the Theatre Arts.

The Civic Discourse Learning Outcomes will be assessed in THT 285, Text Analysis and THT 300, Advanced Theatre Production.

#### **Assessment Methods**

1. ***THT 285: Text Analysis: Classroom Discussions & Scene Analysis***
  - **LO1:** *The deliberation of ideas through reasoned inquiry that seeks new information and considers multiple viewpoints.*
  - **Method:** Students participate in structured discussions of plays and performances that highlight civic, ethical, or social issues.
  - **Assessment:** Faculty use a rubric evaluating the quality of contributions (clarity of argument, use of evidence, acknowledgment of multiple perspectives).
2. ***THT 300: Advanced Theatre Production: Reflective Journals***
  - **LO2:** *The ethical practice of advocacy, dissent, and dialogue that constructively attends to points of conflict.*
  - **Method:** Students write reflections on class discussions, rehearsals, and/or performances documenting how they considered multiple viewpoints and how conflict was addressed.
  - **Assessment:** Journals are evaluated for depth of reflection, integration of new information, and ethical engagement with differing ideas.