



Civic Knowledge and Engagement

Definition:

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of

personal and public concern that are both individually life enriching and socially beneficial to the community.

Students who demonstrate civic knowledge and engagement are able to recognize political and social responsibilities including how to "make a difference in the public life of our communities" as well as "the combination of knowledge, skills, values and motivation [needed] to make that difference" (Ehrlich, 2000, p. vi). Civic engagement includes participation in both political and non-political processes that improve community life.

RUBRICS

Select one or more of these rubrics to assess the dimensions of quantitative literacy. **Add the rubric to the assignment, test, or discussion that best captures students' ability to demonstrate the specific dimension. Please use each rubric no more than once per course.**

Vocabulary:

"Core Beliefs" - Those fundamental principles that consciously or unconsciously influence one's ethical conduct and ethical thinking. Even when unacknowledged, core beliefs shape one's responses. A person may or may not choose to act on their core beliefs.

"Ethical Concepts" - The different frames through which ethical issues are analyzed and addressed, such as ethical theories (e.g., utilitarian, natural law, virtue), ethical practices (e.g., rights, justice, duty), or ethical standards (e.g., standards of conduct for specific professions).

Dimension	Meets outcome (5)	Outcome nearly met (3)	Outcome not met (1)	No Submission (0)
Civic Identity and Commitment	Student demonstrates basic awareness of their civic-engagement activities and a sense of what their own civic identity is.	Student provides little evidence of awareness of civic-engagement activities and does not connect awareness to their own civic identity.	Student provides no evidence of awareness of civic-engagement activities or their own civic identity.	

Dimension	Meets outcome (5)	Outcome nearly met (3)	Outcome not met (1)	No Submission (0)
Academic Knowledge for Civic Engagement	Student effectively connects knowledge (facts, theories, etc.) from their own academic study/field/discipline,	Student begins to identify how knowledge (facts, theories, etc.) from their own academic study/field/discipline is relevant to civic	Student is unable to correctly identify how their own academic study/field/discipline is relevant to civic engagement.	

	making relevant connections to civic engagement and to their own participation in civic life, politics, and/or government.	engagement and to their own participation in civic life, politics, and/or government.		
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Definitions, vocabulary, and rubric dimensions adapted from Adapted from:

Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000.

Association of American Colleges & Universities Ethical Reasoning Rubric and University of Houston Downtown (UHD) [Personal Responsibility Rubric](#) and [Social Responsibility Rubric](#)