

Essentials: Civic and Urban Engagement – GECUE

Student Learning Outcomes for GECUE

Goal: UMKC Students will explore the role of socially responsible citizens and leaders in a democratic society and contribute towards the betterment of the community.

1. Analyze general characteristics of relationships between individuals in personal, communal, cultural, political, or economic contexts
2. Analyze social problems, beliefs, values, attitudes, and behaviors among individuals, communities, cultures, or markets
3. Examine the balance between the rights and responsibilities of the individual and the rights and responsibilities of others in an interpersonal, social, cultural, political, or economic context
4. Evaluate how members of a community, culture, or society both affect and are affected by others, and how one's own civic participation can make a positive contribution to public life

Assessment Rubric

CRITERIA	4: Exceeds Expectations	3: Meets Expectations	2: Approaches Expectations	1: Minimally Approaches Expectations
SLO 1: Analyze general characteristics of relationships between individuals in personal, communal, cultural, political, or economic contexts	Evaluates and compares positive, negative, and neutral characteristics of relationships between individuals in three or more contexts; draws nuanced conclusions based on the analysis concerning the impact of these relationships on the individual and/or the contexts (community, situation, issue, etc.).	Evaluates and compares a few characteristics of relationships between individuals in a few contexts; draws conclusions based on the analysis concerning the impact of these relationships on the individual and/or the contexts (community, situation, issue, etc.).	Describes characteristics of relationships between individuals with superficial consideration of context; conclusions concerning the impact of relationships on the individual and/or the contexts do not appear to be based on an analysis of the relationships.	Describes a few superficial characteristics of relationships between individuals in one or two contexts but does not make comparisons, situate the analysis in the specific context(s), or draw conclusions.

CRITERIA	4: Exceeds Expectations	3: Meets Expectations	2: Approaches Expectations	1: Minimally Approaches Expectations
SLO 2: Analyze social problems, beliefs, values, attitudes, and behaviors among individuals, communities, cultures, or markets	Compares, differentiates, and evaluates complex or sophisticated social problems, beliefs, values, attitudes, and behaviors Among individuals, communities, cultures, or markets, utilizing multiple and conflicting positions or theoretical frameworks; draws sophisticated conclusions and makes recommendations based on the analysis.	Evaluates social problems, beliefs, values, attitudes, and behaviors among individuals, communities, cultures, or markers, utilizes multiple positions or theoretical frameworks; draws conclusions and makes recommendations based on the analysis.	Describes and compares a few simplistic or superficial social problems, beliefs, values, attitudes, and behaviors two or three contexts (individuals, communities, cultures, or markers); utilizes one or two positions or theoretical frameworks; conclusions and/or recommendations do not appear to be grounded in the analysis.	Describes a few simplistic or superficial social problems, beliefs, values, attitudes, and behaviors in a single context (individuals, communities, cultures, or markets); utilizes a single framework for analysis or relies on own perspective; conclusions and/or recommendations do not appear to be grounded in the analysis or are not provided.
SLO 3: Examine the balance between the rights and responsibilities of the individual and the rights and responsibilities of others in an interpersonal, social, cultural, political, or economic context	Utilizes multiple and conflicting legal, theoretical, historical, philosophical, or other frameworks to analyze the balance between the rights and responsibilities of the individual and those of others in various contexts; proposes sophisticated solutions to mitigate or resolve apparent or actual conflicts or threats to an individual's rights and responsibilities based on the analysis.	Utilizes several legal, theoretical, historical, philosophical, or other frameworks from multiple perspectives to analyze the balance between the rights and responsibilities of the individual and those of others in various contexts; proposes realistic solutions to mitigate or resolve apparent or actual conflicts or threats to an individual's rights and responsibilities based on the analysis.	Utilizes one or two legal, theoretical, historical, philosophical, or other frameworks from a single perspective to describe the balance between the rights and responsibilities of the individual and those of others in one or two contexts; solutions to mitigate or resolve apparent or actual conflicts or threats to an individual's rights and responsibilities are not supported by the analysis and/or do not appear to be feasible.	Relies on own perspective to analyze the balance between the rights and responsibilities of the individual and those of others in various contexts; proposes solutions based on own viewpoint or does not propose solutions.

CRITERIA	4: Exceeds Expectations	3: Meets Expectations	2: Approaches Expectations	1: Minimally Approaches Expectations
*SLO 4: Evaluate (a) how members of a community, culture, or society both affect and are affected by others, and (b) how one's own civic participation can make a positive contribution to public life	(a) Utilizes multiple perspectives to evaluate the reciprocal consequences (positive, negative, or neutral) of individual and collective actions on self and others as members of a community, culture, or society	(a) Utilizes different perspectives to evaluate the reciprocal consequences of individual and collective actions on self and others as members of a community, culture, or society	(a) Utilizes own perspective to describe how members of a community, culture, or society are affected by and affect others	(A) describes ways in which an individual is affected by others or ways in which an individual might affect others, but does not describe the a reciprocal impact
	(b) Analyzes how own knowledge, skills, and interest can make a positive contribution to a complex public life	(b) Describes how own knowledge and skills could make a positive contribution to public life	(b) Describes ways in which one could participate in public life	(b) Provides little or no description of how one might contribute to public life

*Parts (a) and (b) of this outcome should be evaluated, scored, and reported as separate criteria.