GOVERNMENT, POLITICAL SCIENCE  
STUDENT LEARNING OUTCOME ALIGNMENT FORM

Course Prefix/Number:  POLS 2306  
Course Title:  Texas Government  
 Brief Course Description:  A general introduction to Texas government with emphasis on the Texas constitution, powers of state and local governments, Texas political system, political participation and Texas public policy.

Foundational Component Area: Government/Political Science. Courses in this category focus on the origin and development of the Texas constitution, structure and powers of state and local government, federalism and inter-governmental relations, political participation, the election process, public policy, and the political culture of Texas

*Choose at least one Core SLO from the Core Objective.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>ASU SLO</th>
<th>Course SLO</th>
<th>Assignment</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking*</td>
<td>CT1: Gather, analyze, evaluate, and synthesize information relevant to a question or issue.</td>
<td>Students will develop critical thinking skills and the ability to critically understand Texas politics and government.</td>
<td>Reflective writing samples based on lectures, class discussion, required class readings, and assigned movies that assess if the student can think critically about Texas politics and government.</td>
<td>VALUE Rubric for Critical Thinking</td>
</tr>
<tr>
<td>Communication*</td>
<td>CS1: Develop, interpret, and express ideas through effective written communication.</td>
<td>Students will gain and be able to demonstrate a basic knowledge of Texas political system, federalism and workings of the legislative, executive, and judicial branches of Texas government.</td>
<td>Reflective writing samples based on lectures, class discussion, required class readings, and assigned movies that assess if the student can effectively communicate a basic knowledge of the development of the Texas state political system and governmental institutions</td>
<td>VALUE Rubric for Written Communication</td>
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<tr>
<td><strong>Proposed Core Addition: POLS 2306</strong></td>
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<tr>
<th><strong>Social Responsibility</strong></th>
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<tbody>
<tr>
<td><strong>SR2: Demonstrate knowledge of civic responsibility.</strong></td>
</tr>
<tr>
<td>Students will evaluate the role of public opinion, interest groups, and political parties in Texas as well as describe the rights and responsibilities of citizens.</td>
</tr>
<tr>
<td>Reflective writing samples based on lectures, class discussion, required class readings, and assigned movies that assess if the student can demonstrate an understanding of the rights and responsibilities of citizens and political institutions for civic engagement in the Texas political system.</td>
</tr>
<tr>
<td>VALUE Rubric for Civic Engagement-local and global</td>
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</tbody>
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<tr>
<th><strong>Personal Responsibility</strong></th>
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<tbody>
<tr>
<td><strong>PR1: Demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making.</strong></td>
</tr>
<tr>
<td>Students will describe one’s own participation in civic life by demonstrating an understanding of the political issues, policies, political culture of Texas.</td>
</tr>
<tr>
<td>Reflective writing samples based on lectures, class discussion, required class readings, and assigned movies that assess if the student understands ethical decision making by demonstrating knowledge of civic engagement, Texas political culture, and means of political participation using a written artifact.</td>
</tr>
<tr>
<td>Value Rubric for Ethical Reasoning</td>
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</tbody>
</table>

*Choose at least one SLO (more than one can be chosen).*
Political Science 2306  
Texas Government (3-0)

COURSE DESCRIPTION:

A general introduction to Texas government with emphasis on the Texas constitution, powers of state and local governments, Texas political system, political participation and Texas public policy.

Political Science 2306 is the second half of a two-sequence course with Political Science 2305 being the first course which combined will satisfy the 6 SCH Angelo State University Core Curriculum requirements in Political Science. Political Science 2306 is designed to introduce the student to the Texas state system of government. This introductory survey course covers the origin and development of the Texas constitution, structure and powers of state and local government, federalism and inter-governmental relations, political participation, the election process, public policy, and the political culture of Texas.

The core objectives, learning outcomes, assignments/general activities, and assessments are identified below.

CORE OBJECTIVES:

- Critical Thinking: gather, analyze, evaluate and synthesize information relevant to a question or issue.
- Communication: develop, interpret and express ideas through effective written communication.
- Social Responsibility: demonstrate knowledge of civic responsibility.
- Personal Responsibility: demonstrate the ability to evaluate choices, actions and consequences as related to ethical decision-making.

COURSE LEARNING OUTCOMES

1. Student will demonstrate knowledge about Texas government and politics.
2. Student will explain the origin and development of the Texas Constitution.
3. Student will explain the origins and evolution of the Texas political system, with a focus on growth of political institutions, the key components of the Texas political system, and federalism.
4. Student will describe the ways in which different political systems divide and share power between the state and local governments.
5. Student will demonstrate knowledge of the legislative, executive, and judicial branches of Texas government.
6. Students will evaluate the role of public opinion, interest groups, political parties, campaigns and elections in the Texas political system.
7. Students will describe the rights and responsibilities of citizens and be able to comment on the role of civic engagement in Texas politics.
8. Student will analyze political issues, demonstrate critical thinking skills, and develop a critical approach to the study of policies and political culture of Texas.
SUMMARY MATRIX

Below is a table which details which core requirements are applicable to this course, the activities in which you will participate to develop the skills in the required areas, how your mastery of those areas will be assessed, and the level of expertise you are expected to demonstrate.

<table>
<thead>
<tr>
<th>Core Objective</th>
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<td>Reflective writing samples based on lectures, class discussion, required class readings, and assigned movies that assess if the student can effectively communicate a basic knowledge of the development of the Texas state political system and governmental institutions involved in the policymaking system, and federalism using a written artifact.</td>
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<td>SR2: Demonstrate knowledge of civic responsibility.</td>
<td>Students will evaluate the role of public opinion, interest groups, and political parties in Texas as well as describe the rights and responsibilities of citizens.</td>
<td>Reflective writing samples based on lectures, class discussion, required class readings, and assigned movies that assess if the student can demonstrate an understanding of the rights and responsibilities of citizens and political institutions for civic engagement in the Texas political system.</td>
<td>VALUE Rubric for Civic Engagement-local and global</td>
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<td>Personal Responsibility</td>
<td>PR1: Demonstrate the ability to evaluate</td>
<td>Students will describe one’s own</td>
<td>Reflective writing samples based on</td>
<td>Value Rubric for Ethical Reasoning</td>
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</table>
List of Textbooks Required and Recommended Readings:

Varies by instructor. Student should consult the syllabus for the particular section of Pols 2306 in which they enroll.

COURSE FORMAT, REQUIREMENTS, & ASSESSMENT:

1. Attendance & Participation (10%): Students are expected to attend class regularly having completed the reading and prepared to engage in discussion. Attendance will be taken in each class. Absences will be excused for school functions, verified medical reasons and verified family emergencies. **STUDENTS WHO LEAVE EARLY WITHOUT INFORMING THE PROFESSOR WILL BE COUNTED AS ABSENT FOR THE DAY.** Students who miss more than eight classes will not receive credit for attendance and participation.

2. Technology Requirements: Students are expected to regularly check their ASU email. Additional technology requirements vary by instructor. Student should consult the syllabus for the particular section of Pols 2306 in which they enroll.

3. Method of Evaluation
   
   Political Science and Your Major Paper (20%)

   Each student will write a 2-3 page paper that explores 1) How their major relates to the course., 2) How the course relates to their life., 3) Specific examples of how American political institutions shape the opportunities in their major and in their life, and 4) How knowledge of political science develops a sense of civic and social responsibility. Papers that are vague and do not show a serious effort to engage with the topic will lose points.

   Exams [15% each]
   I will administer three exams consisting of short answer questions and fill in the blanks. Questions will be drawn from the readings, clips and documentaries used in class and the lectures. A review sheet will be given prior to each exam through Blackboard. **Makeup exams will be allowed for documented medical reasons only. All make up exams will be given on Wednesday, April 27th at 2 pm.**
Final Examination [25%]
I will administer a comprehensive final exam consisting of short answer and fill in the blank questions. Questions will be drawn from the readings, clips and documentaries used in class and the lectures. A review sheet will be given prior to each exam through Blackboard. **MAKEUP EXAMS WILL BE ALLOWED FOR DOCUMENTED MEDICAL REASONS ONLY.**

Extra Credit (Writing Assignment for Assessment of Core Objectives)
Each student will research, present, and write a research paper on a particular government topic to be named in class in order to demonstrate critical thinking skills, to improve written communication skills, and to consider the importance of social responsibility and personality responsibility in one’s civic and community life. Students may receive assessments in any/all of the core objective areas during the course. Assessment rubrics for the written assignments will be based on the value rubrics suggested by the Association of American Colleges and Universities. The written assessment assignment will contribute up to one-half of a letter grade of extra credit points. When appropriate it may draw from materials presented in your Political Science Major Paper. Failure to complete assessment assignment will result in a loss of one full letter grade for the overall course grade.

Supplemental Instruction
Supplemental instruction will be available through the Supplemental Instruction Center. More information will be forthcoming at the beginning of the semester.

**Grading Scale:**
A - 90%  B - 80%  C - 70%  D - 60%  F - Less than 60%

Additional methods of evaluation vary by instructor. Students should consult the syllabus for the particular section of PolS 2306 in which they enroll.

4. **Academic Honesty:** Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university Academic Honor Code, which is contained in both print and web versions of the ASU Student Handbook. See the Current Student page on the ASU homepage (URL address: http://www.angelo.edu/cstudent/) and click on Academic Honor Code. Acts of academic dishonesty and misconduct as referenced in Angelo State University's Student Handbook will be referred to the Dean of Students.

5. **Religious Observances:** Every effort will be made to accommodate all forms of religious observance in compliance with ASU OP 10.19. Students who require additional arrangements to be made should make these known in good time in order that arrangements can be made.

6. **Accommodations for Disability:** ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

The Student Affairs Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting the Student Affairs Office, Suite 112 of the Houston Harte University Center, at 325-942-2047 (phone) or 325-942-2211 (fax) or by e-mail at studentservices@angelo.edu to begin the process. The Student Affairs
Office will establish the particular documentation requirements necessary for the various types of disabilities.

7. **Classroom etiquette**: A proper learning environment is one in which all points of view, all questions asked, and all questions answered are treated with tolerance and respect. The overall goal of classroom decorum is for all of us to treat each other with respect and dignity. Any behavior that disrupts this leaning environment such as late arrivals or early departures is unacceptable and inappropriate behavior will be subject to appropriate sanction.

**COURSE SCHEDULE**

- Week 1: Texas Political Culture
- Week 2: Texas Constitution
- Week 3: Federalism and Intergovernmental Affairs
- Week 4: Civil and Civil Rights
- Week 5: Public Opinion in Texas
- Week 6: Texas Interest Groups
- Week 7: Texas Political Parties
- Week 8: Political Participation, Voting and Elections in Texas
- Week 9: Texas Legislature
- Week 10: Texas Governor and Bureaucracy
- Week 11: Texas Judiciary
- Week 12: Local Government
- Week 13: Texas Issues and Public Policy
- Week 14: Wrap-up
- Week 15: Final exam

Additional or alternative subject matter may be included and varies by instructor. The order in which the topics will be discussed may vary by instructor. Students should consult the syllabus for the particular section of Pols 2306 in which they enroll.
The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation modes might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Ambiguity: Information that may be interpreted in more than one way.
- Assumptions: Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from www.dictionary.reference.com/browse/assumptions)
- Context: The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- Literal meaning: Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- Metaphor: Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.
**Critical Thinking VALUE Rubric**

for more information, please contact value@aacu.org

**Definition**

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

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<td>4</td>
<td>3</td>
<td>2</td>
</tr>
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</table>

**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' assumptions and carefully evaluates the relevance of contexts when presenting a position.**
- **Identifies own and others' assumptions and several relevant contexts when presenting a position.**
- **Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one’s own (or vice versa).**
- **Shows an emerging awareness of present assumptions (sometimes labels 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.**
The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Framing Language

This writing rubric is designed for use in a wide variety of educational institutions. The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus context.

This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is “How well does writing respond to the needs of audience(s) for the work?” In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers’ fluency with different modes of textual production or publication, or writer’s growing engagement with writing and disciplinarity through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers’ work. Also recommended is including reflective work samples of collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing — in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate.

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/Council of Writing Program Administrators’ White Paper on Writing Assessment (2008; www.wpacouncil.org/whitepaper) and the Conference on College Composition and Communication’s Writing Assessment: A Position Statement (2008; www.ncte.org/cccc/resources/positions/123784.htm)

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Content Development:** The ways in which the text explores and represents its topic in relation to its audience and purpose.
- **Context of and purpose for writing:** The context of writing is the situation surrounding a text: who is reading it? Who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer’s intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; or they might want to argue with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.
- **Disciplinary conventions:** Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g., introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer’s purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
- **Evidence:** Source material that is used to extend, in purposeful ways, writers’ ideas in a text.
- **Genre conventions:** Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g., lab reports, academic papers, poetry, webpages, or personal essays.
- **Sources:** Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes — to extend, argue with, develop, define, or shape their ideas, for example.
**Written Communication VALUE Rubric**

*for more information, please contact value@aacu.org*

**Definition**

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

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<td>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</td>
<td>Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.</td>
<td>Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).</td>
<td>Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).</td>
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<tr>
<th>Content Development</th>
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<th>3</th>
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<tr>
<td>Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.</td>
<td>Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.</td>
<td>Uses appropriate and relevant content to develop and explore ideas through most of the work.</td>
<td>Uses appropriate and relevant content to develop simple ideas in some parts of the work.</td>
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<table>
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<tr>
<th>Genre and Disciplinary Conventions</th>
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<tr>
<td>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</td>
<td>Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices</td>
<td>Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices</td>
<td>Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation</td>
</tr>
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<table>
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<th>Sources and Evidence</th>
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<td>Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing</td>
<td>Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.</td>
<td>Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.</td>
<td>Demonstrates an attempt to use sources to support ideas in the writing.</td>
</tr>
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<th>Control of Syntax and Mechanics</th>
<th>Capstone</th>
<th>Milestones</th>
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</tr>
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<tr>
<td>Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.</td>
<td>Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.</td>
<td>Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.</td>
<td>Uses language that sometimes impedes meaning because of errors in usage.</td>
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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.

Framing Language
Preparing graduates for their public lives as citizens, members of communities, and professionals in society has historically been a responsibility of higher education. Yet the outcome of a civic-minded graduate is a complex concept. Civic learning outcomes are framed by personal identity and commitments, disciplinary frameworks and traditions, pre-professional norms and practice, and the mission and values of colleges and universities. This rubric is designed to make the civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For students this could include community-based learning through service-learning classes, community-based research, or service within the community. Multiple types of work samples or collections of work may be utilized to assess this, such as:

1. The student creates and manages a service program that engages others (such as youth or members of a neighborhood) in learning about and taking action on an issue they care about. In the process, the student also teaches and models processes that engage others in deliberative democracy, in having a voice, participating in democratic processes, and taking specific actions to affect an issue.
2. The student researches, organizes, and carries out a deliberative democracy forum on a particular issue, one that includes multiple perspectives on that issue and how best to make positive change through various courses of public action. As a result, other students, faculty, and community members are engaged to take action on an issue.
3. The student works on and takes a leadership role in a complex campaign to bring about tangible changes in the public's awareness or education on a particular issue, or even a change in public policy. Through this process, the student demonstrates multiple types of civic action and skills.
4. The student integrates their academic work with community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality or scientific assessment, needs survey, research paper, service program, or organization) that has engaged community constituents and responded to community needs and assets through the process.

In addition, the nature of this work lends itself to opening up the review process to include community constituents that may be a part of the work, such as teammates, colleagues, community agency members, and those served or collaborating in the process.

Glossary
The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Civic identity: When one sees him or herself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes.
- Service-learning class: A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.
- Communication skills: Listening, deliberation, negotiation, consensus building, and productive use of conflict.
- Civic life: The public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal interests.
- Politics: A process by which a group of people, whose opinions or interests might be divergent, reach collective decisions that are generally regarded as binding on the group and enforced as common policy. Political life enables people to accomplish goals they could not realize as individuals. Politics necessarily arises whenever groups of people live together, since they must always reach collective decisions of one kind or another.
- Government: "The formal institutions of a society with the authority to make and implement binding decisions about such matters as the distribution of resources, allocation of benefits and burdens, and the management of conflicts." (Retrieved from the Center for Civic Engagement Web site, May 5, 2009.)
- Civic/community contexts: Organizations, movements, campaigns, a place or locus where people and/or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African-Americans, North Carolinians, Americans, the Republican or Democratic Party; refugees, etc.). In addition, contexts for civic engagement may be defined by a variety of approaches intended to benefit a person, group, or community, including community service or volunteer work, academic work.
CIVIC ENGAGEMENT VALUE Rubric

for more information, please contact value@aacu.org

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.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

<table>
<thead>
<tr>
<th>Diversity of Communities and Cultures</th>
<th>Civic Communication</th>
<th>Civic Action and Reflection</th>
<th>Civic Identities and Commitment</th>
<th>Analysis of Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capstone</td>
<td>Milestones</td>
<td>Benchmark</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Demonstrates experience of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.</td>
<td>Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.</td>
<td>Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.</td>
<td>Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.</td>
<td>Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.</td>
</tr>
</tbody>
</table>
Ethical Reasoning VALUE Rubric

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students’ ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Framing Language

This rubric is intended to help faculty evaluate work samples and collections of work that demonstrate student learning about ethics. Although the goal of a liberal education should be to help students turn what they’ve learned in the classroom into action, pragmatically it would be difficult, if not impossible, to judge whether or not students would act ethically when faced with real ethical situations. What can be evaluated using a rubric is whether students have the intellectual tools to make ethical choices.

The rubric focuses on five elements: Ethical Self Awareness, Ethical Issue Recognition, Understanding Different Ethical Perspectives/Concepts, Application of Ethical Principles, and Evaluation of Different Ethical Perspectives/Concepts. Students’ Ethical Self Identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues. Presumably, they will choose ethical actions when faced with ethical issues.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- 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. Core beliefs can reflect one's environment, religion, culture or training. A person may or may not choose to act on their core beliefs.
- Ethical Perspectives/Concepts: The different theoretical means through which ethical issues are analyzed, such as ethical theories (e.g., utilitarian, natural law, virtue) or ethical concepts (e.g., rights, justice, duty).
- Complex, multi-layered (gray) context: The sub-parts or situational conditions of a scenario that bring two or more ethical dilemmas (issues) into the mix/problem/context for student's identification.
- Cross-relationships among the issues: Obvious or subtle connections between/among the sub-parts or situational conditions of the issues present in a scenario (e.g., relationship of production of corn as part of climate change issue).
**Ethical Reasoning VALUE Rubric**

*for more information, please contact value@aacu.org*

**Definition**
Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

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<td>3</td>
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**Ethical Self-Awareness**
- **Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.**
- **Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.**
- **Student states both core beliefs and the origins of the core beliefs.**
- **Student states either their core beliefs or articulates the origins of the core beliefs but not both.**

**Understanding Different Ethical Perspectives/Concepts**
- **Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.**
- **Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.**
- **Student can name the major theory she/he uses, and is only able to present the gist of the named theory.**
- **Student only names the major theory she/he uses.**

**Ethical Issue Recognition**
- **Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.**
- **Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.**
- **Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.**
- **Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.**

**Application of Ethical Perspectives/Concepts**
- **Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.**
- **Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.**
- **Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.**
- **Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example).**

**Evaluation of Different Ethical Perspectives/Concepts**
- **Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.**
- **Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.**
- **Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)**
- **Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.**