

GENERAL EDUCATION STUDENT LEARNING OUTCOME: ACTIVE CITIZENSHIP

A commitment to lifelong civic engagement at a local, national and/or global level.

| | Capstone 4 | Milestones | | Benchmark 1 |
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| Diversity of Communities and Cultures | The student sees diversity of attitudes and beliefs as paramount and promotes others' engagement with diversity. | The student demonstrates an understanding of diverse attitudes and beliefs and adjusts his or her own attitudes and beliefs as a result of working within and exposure to diverse attitudes and beliefs. | The student acknowledges that his or her attitudes and beliefs are different from those of other cultures and communities and reflects upon those attitudes and beliefs, understanding the differences. The student exhibits curiosity about what can be learned from diverse communities and cultures. | The student acknowledges that his or her attitudes and beliefs are different from those of other cultures and communities. The student has some curiosity or interest in learning about different and/or diverse communities and cultures. |
| Civic Identity and Commitment | The student provides evidence of experience in civic engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action. | The student provides evidence of experience in civic engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment. | The student provides evidence of experience in civic engagement activities; however, evidence suggests the student's involvement in civic engagement activities is generated from expectations or course requirements rather than from a sense of civic identity | The student provides some evidence of her/his experiences in civic engagement activities and does not connect experiences to civic identity. |
| Civic Action and Reflection | The student demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions. | The student demonstrates independent experience and team leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions. | The student has clearly participated in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities. | The student has experimented with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action. |
| Civic Contexts/Structures | The student demonstrates ability and commitment to collaboratively work across and within community contexts and structures (organizations, movements, campaigns, associations, causes, etc.) to achieve a civic aim. | The student demonstrates ability and commitment to work actively within community contexts and structures (organizations, movements, campaigns, associations, causes, etc.) to achieve a civic aim. | The student demonstrates experience identifying intentional ways to participate in civic contexts and structures (organizations, movements, campaigns, associations, causes, etc.). | The student experiments with civic contexts and structures (organizations, movements, campaigns, associations, causes, etc.), tries out a few to see what fits. |

Effective Date: 2015 - Format Revised: 2020

For information, please contact the School of General Studies 908-737-0330 or www.kean.edu/academics/college-liberal-arts/school-general-studies

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