Student Civic Learning Outcomes

We define Civic Learning Outcomes, as the Knowledge, Skills and Values individuals need to be effective Active Citizens. An <u>effective Active Citizen</u> is a person who understands the obligation and undertakes the responsibility to improve community conditions, build healthier communities and address social problems. He or she understands and believes in the democratic ideal of participation and the need to incorporate the contributions of every member of the community. Active citizenship can and must take place in the workplace, through political participation, and in the private, public and nonprofit sectors. Communities can be geographic, interest-based and even "virtual" and are local, national and global.

These Student Civic Learning Outcomes are designed in the <u>context of Tufts University, a liberal arts college</u> in a Research Extensive University setting. All Tufts undergraduates complete a broad array of required courses that provide a solid liberal arts foundation for civic learning outcomes. College of Arts & Sciences students master college writing, intermediate level foreign language, advance language or foreign culture studies, world civilization (specifically non-Western civilization), quantitative reading, and two courses in each of five areas: humanities, arts, social sciences, natural sciences and mathematical sciences. Students in the College of Engineering are also required to develop a liberal arts grounding, with requirements for English and five courses from the humanities and/or the arts, and social sciences. We have therefore sought to avoid duplicating outcomes relating to students' presumed Liberal Arts knowledge, skills and values in written communication, history, social and physical context, and cultural understanding.

Civic Knowledge: Develops intellectual abilities to engage in building democratic societies		
Domain	**Outcomes**	**Examples**
Knowledge	Recognizes or recalls information, concepts, and theories that are essential to build democratic societies	• Describes theories and concepts of community • Describes democratic change theories, including asset based approaches • Understand contribution of academic discipline knowledge to democratic societies • Knows theories of ethical reasoning • Recognizes the role of citizens, government, ngo's and the private sector in building democratic societies

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Civic Knowledge: Develops intellectual abilities to engage in building democratic societies		
Domain	**Outcomes**	**Examples**
Comprehension	Internalizes knowledge essential to building democratic societies and create meaning and put knowledge into frameworks	• Understands the social, economic, cultural, historical and political context of one's democracy building activities • Understands the impact of citizens, government, ngo's and the private sector on society • Understands the impact of government and the political system on public policy formulation and decision-making
Analysis	Practices critical thinking as a guide to belief and action in a democratic society	• Compares theories and practices of democratic societies • Analyzes the needs and motivations of key stakeholders • Analyzes power and resource differentials and how they affect policy, strategy, and justice • Uses the frameworks of academic disciplines to analyze root causes and public decisions around societal issues
Synthesis	Thinks creatively to generate effective strategies to build democratic societies	• Builds coalitions to develop ideas through group synergy that are greater than the individual • Creates effective strategies to address entrenched problems in society • Tests democracy building strategies through research and application • Reflects on the connections between service, advocacy, and research

Civic Skills: Demonstrates proficiency in the skills of active citizenship through training or experience		
Domain	**Outcomes**	**Examples**
Planning/ Implementation	Applies Civic Knowledge to build democratic societies	• Applies academic discipline to civic initiatives • Applies ethical arguments to inform action • Plans and/or implements an action strategy that sustainably addresses a societal issue. • Builds capacity of individuals, organizations and institutions
Communication	Effectively communicates to build democratic societies	• Speaks articulately in public fora, such as community meetings, symposia and political debates • Facilitates constructive dialogue with peers, faculty and community members • Recognizes the value of the arts as a means of facilitating civic dialogue and engaging diverse constituencies • Utilizes various communications media to achieve civic engagement objectives.
Leadership	Inspires or facilitates others to build democratic societies	• Articulates a clear and compelling vision for civic engagement work • Inspires others to action • Facilitates effective stakeholder involvement • Works effectively as a member of a team • Demonstrates organizational skills to effectively run groups, meetings and projects

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Civic Skills: Demonstrates proficiency in the skills of active citizenship through training or experience		
Domain	**Outcomes**	**Examples**
Cultural competency	Functions effectively in a pluralistic society	• Understands the impact of race, class, gender, sexual orientation, and culture on democratic participation • Demonstrates awareness and sensitivity to diversity and its effects • Functions effectively in cross-cultural environments to create change • Builds coalitions across diverse groups
Evaluation	Assesses value and of civic engagement initiatives	• Evaluates the pro's and con's of alternative courses of action • Evaluates action strategies against stated goals and objectives • Engages all stakeholders in the evaluation process • Routinely incorporates evaluation activities and resources in civic engagement initiatives

Civic Values: Possesses motivations, values, and ethics to effectively participate in building democratic societies		
Domain	**Outcomes**	**Examples**
Grounding	Considers own values, motivations, and passions when working to create change in society	• Identifies personal strengths and weaknesses in order to maximize effectiveness • Examines personal motivations and how they affect one's own active citizenship • Develops a personal set of values and ethics to guide decisions and actions
Responding	Builds and maintains interpersonal relationships in order to build democratic societies	• Establishes a sense of trust with others • Considers and accommodates opposing points of view • Recognizes and calls upon the strengths of others • Explores differences amongst stakeholders to discover commonalities • Responds to others with empathy, impartiality and inclusiveness
Committing	Utilizes personal value system to create a just and democratic world	• Serves as a mentor to others • Takes risks to create change • Displays a willingness for continuous learning and development • Accepts responsibility to be a citizen in society • Lives according to principles that lead to ethical actions and decisions • Works towards the building of peace, justice and equity across race, culture, class, gender, sexual orientation, and religion • Makes active citizenship a cornerstone of lifetime values