

CITIZENSHIP AND SOCIETY CURRICULUM RUBRIC (S)

Program goal:

Guide and prompt students to understand responsible citizenship, how society protects or fails to protect basic rights, and the avenues for individual or collective action.

Student learning objective	Student Learning Outcomes' Levels of Competency:				
	Unsatisfactory	Emerging	Developing	Proficient	Mastery
<p><i>SLO1: Civil Rights and Liberties</i></p> <p>The student understands the ways societies protect or fail to protect the basic rights of individuals and groups.</p>	Fails to demonstrate understanding of the ways societies protect individual rights.	Defines the ways societies protect individual rights, but with errors or gaps.	Consistently defines and recognizes concepts of individual rights, with some errors and attempts to apply these concepts to address contemporary problems.	Explains civil rights and civil liberties with few to no errors or gaps. Begins to apply these concepts to evaluate and address ethical and practical issues.	Clearly explains and applies concepts of civil rights and civil liberties to evaluate and address ethical and practical issues.
<p><i>SLO2: Individual and Collective Action</i></p> <p>The student understands how societies and communities address collective issues.</p>	Fails to demonstrate understanding of how societies and communities address collective action problems.	Defines how societies address collective action problems, but with errors or gaps.	Consistently defines and recognizes concepts of collective action problems, with some errors, and attempts to apply these concepts to address contemporary problems.	Explains individual and collective action with few to no errors or gaps. Begins to apply these concepts to evaluate and address ethical and practical issues of society.	Clearly explains individual and collective action and applies them to evaluate and address ethical and practical issues.
<p><i>SLO3: Responsibilities of Citizenship</i></p> <p>The student understands that individuals and societies have responsibilities to each other and to the common good.</p>	Fails to demonstrate understanding of the responsibilities for individuals and societies toward the common good.	Defines responsibilities for individuals and societies toward the common good but with errors or gaps.	Consistently defines and recognizes responsibilities for individuals and societies toward the common good, with some errors, and attempts to apply these concepts to address contemporary problems.	Explains responsibilities for individuals and societies toward the common good, with few to no errors or gaps. Begins to apply these concepts to evaluate and address ethical and practical issues of society.	Clearly explains responsibilities for individuals and societies toward the common good, and applies them to evaluate and address ethical and practical issues.

A **program goal** is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment.

A **student learning objective** is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired outcome.

A **student learning outcome** is the result of a learning process; in other words, it is an actual outcome. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, emerging, developing, proficient, and mastery).

A **competency** is the ability to do something successfully. CU's expectation is that students will perform at or above the level of **Proficient**.