CAA University Learning Goals 2014

RESPONSIBLE CITIZENSHIP

Information, Tips, Assignments & Assessments Related to:

Diversity

Ethical Reasoning

Civic Engagement

Application & Transfer

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For more information and resources related to speaking and listening visit:

http://www.eiu.edu/learninggoals/Spring%202014%20Workshops.php

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Responsible Citizenship

Workbook

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Responsible Citizenship

Learning Goal & Rationale

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EIU graduates make informed decisions based on knowledge of the physical and natural world and human history and culture by:

- Engaging with diverse ideas, individuals, groups, and cultures.
- Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.
- Participating formally and informally in civic life to better the public good.
- Applying knowledge and skills to new and changing contexts within and beyond the classroom.

This revised learning goal, previously "Responsible Global Citizenship," includes more clearly defined objectives that indicate the continued commitment of EIU to teaching Responsible Citizenship in global context. The goal indicates the symbiotic relationship that exists between the physical and natural world, history, and culture. It specifies three components (diversity, ethical reasoning, and civic engagement) that seem critical to learning about and practicing responsible citizenship, and cumulates in transference of knowledge and skills to individuals' life work.

Teaching Responsible Citizenship starts with a general education curriculum that helps students transfer information learned previously (P-12) to their higher education coursework (13-matriculation). General education coursework helps lay a foundation for future application of knowledge and skills in major and minor coursework. Knowledge starts with foundational information about the physical and natural world and about U.S. and global history and culture. STEM and STEAM have proven effective in popularizing science, technology, engineering and math (and the arts) and in generating popular support for education in these disciplines. Teaching Responsible Citizenship at EIU requires a coordinated effort to build connections between STEAM and the environment, history and culture, and what social studies advocates have started to call C3: College, Career and Civic Life.

The goal can support depth of knowledge and dedicated practice to ensure skills acquisition but it can also provide the rational for team teaching and interdisciplinary approaches to problem solving. Challenges exist that can limit team teaching by scientists and humanists or mathematicians and musicians, most specifically, budgetary constraints and prioritizing disciplinary knowledge over skills (i.e., teaching scientific principles or information about major historical events takes precedence in lesson plans over ways cultures may disagree over the meaning of those facts, for instance). Regardless, the Responsible Citizenship learning goal provides opportunities to deliver the best courses in disciplines possible to teach; but it also can support development of innovative approaches that emphasize the shared goals of STEM/STEAM and the Arts & Humanities, Business and Education in regard to diversity, ethics and civics.

To that end, fifteen professional organizations launched a study of the relationships between four social science/social studies disciplines (Civics, Economics, Geography and History). The report that resulted, *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History* (2013) addresses four dimensions that link critical thinking and communication skills to knowledge relevant to four (actually seven) disciplines (in addition to civics, economics, geography, and history, the report incorporates anthropology, psychology and sociology):

DIMENSION 1. Developing Questions and Planning Inquiries
DIMENSION 2. Applying Disciplinary Concepts and Tools

CIVICS

Civic and Political Institutions
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ECONOMICS

Economic Decision Making
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Geographic Representations: Spatial Views of the World
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HISTORY

Change, Continuity, and Context
Perspectives
Historical Sources and Evidence
Causation and Argumentation

DIMENSION 3. Evaluating Sources and Using Evidence
DIMENSION 4. Communicating Conclusions and Taking Informed Action

The C3 Framework clarifies connections between K-12 instruction and higher education's ambitious goal of graduating responsible citizens, the focus of EIU's revised Responsible Citizenship learning goal. This goal obviously fits within nation-wide conversations about education, about disciplinary parameters, about student agency. The goal has lofty ambitions to realize within EIU's cultural *milieu*.

This interest in instruction that affects students' perceptions of the physical, natural and human world exists beyond the United States, specifically, UNESCO (United Nations Educational Scientific and Cultural Organization) designated 2005-2014 as the UN Decade of Education for Sustainable Development in an effort:

> to mobilize the educational resources of the world to help create a more sustainable future. Many paths to sustainability (e.g. sustainable agriculture and forestry, research and technology transfer, finance, sustainable production and consumption) exist and are mentioned in the 40 chapters of *Agenda 21*, the official document of the 1992 Earth Summit. Education is one of these paths. Education alone cannot achieve a more sustainable future; however, without education and learning for sustainable development, we will not be able to reach that goal.
>
> — Education for Sustainable Development, UNESCO: http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/about-us/ (accessed 20 March 2014)

EIU does not have to align with UNESCO goals, but in keeping with the effort to help students become more engaged in the world around them, it is important to be attentive to the relationships that exist between

knowledge and its transfer to personal, professional, social and civic contexts, including world-wide conversations such as education in sustainability.

The revised Responsible Citizenship goal expects students to self-consciously apply skills (critical thinking, writing & critical reading; speaking & listening, and quantitative reasoning) to diverse educational, personal, professional and civic contexts. They will practice source analysis to identify different and often competing perspectives, preferences, and agendas. They will critique information to understand the complex nature of situations, both theoretical and real. They can then apply the knowledge that they gain from applying these skills to make informed and ethical decisions and practice personal and social responsibility.

Universities across the country embrace responsible citizenship but realizing the goal's potential at EIU depends on reasonable strategies within the context of EIU's unique heritage as a teacher's college in the rural Midwest. This goal encourages students from rural, urban and suburban backgrounds to move beyond their comfort zones, engage with less familiar and even foreign places, and become more informed and engaged citizens. It overtly links knowledge and skills gained and practiced through formal (curricular) and informal (co-curricular) instruction to application in projects, professions, and civic life. All disciplines play a role in realizing this goal's potential. It will take informed students and faculty. It will take administrative support in many forms including intentional curricular and co-curricular connections. Ultimately, the interdisciplinary nature of the goal indicates the shared responsibility required to achieve a viable future based in human, environmental and economic sustainability. This ambitious goal should not be overwhelming if addressed in manageable stages, one course and one classroom at a time, with the overall goal that this objective articulates in mind.

Responsible Citizenship Learning Goals
Definitions

- **Engaging with diverse ideas, individuals, groups, and cultures.**

The revised goal respects the existing cultural diversity definition and graduation requirement. As stated in the current *EIU Undergraduate Catalog*: "Eastern Illinois University seeks to foster cultural understanding to assist its students to become responsible citizens in a diverse world." EIU's general education curriculum requires each student to complete one cultural diversity course. The Council on Academic Affairs approved the **cultural diversity** course graduation requirement on October 22, 1999, and then adopted a definition of cultural diversity for purposes of curriculum planning and development on December 6, 2005 (revised in 2009). The current definition follows. Italicized words indicate additional topics that ensure breadth of coverage as the meaning of diversity expands. Each student must complete one "cultural diversity" course as one step toward helping us attain the knowledge and skills to act as responsible citizens in a diverse world.

To receive the cultural diversity designation, courses will:

1. Include one or more of the following as their focus or as a means to explore some other topic:
   a. the study of diverse peoples (including *but not limited to* issues of class, disability/*health status*, ethnicity, gender *and expression*, race, *age*, and sexual orientation) in the U.S. and abroad;
   b. the history, language, and/or traditions (*including but not limited to* anthropological, artistic, literary, philosophical, political, or sociological) of other countries or cultures;
   c. the role of cultural sensitivity in making informed and ethical decisions.
2. Reinforce the importance of attending to a plurality of voices (including those from traditionally underrepresented groups) to better understand human history, culture, and decision making.
3. Include among their outcomes the goal of enabling students to *respect and interact with*, live, and work with people who are different from them.

- **Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.**

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. – Ethical Reasoning Value Rubric, Association of American Colleges and Universities (AAC&U)

Many (most) disciplines and professional studies degrees at EIU operate within the parameter of professional standards. These standards provide a moral compass for those working in that field. Ethical reasoning informs those standards. Each student needs to be mindful of those standards in addition to the context of ethics in daily life.

- **Participating formally and informally in civic life to better the public good.**

Civic Learning and Democratic Engagement ((AAC&U, *Crucible Moment*, p.4) refers to an individual's activities, alone, or as part of a group. It depends on acquisition of a range of knowledge, skills, values and actions including:

- Knowledge: developing informed knowledge about the community (including historical understanding of diverse cultural, religious and political contexts; familiarity with democratic texts, principles and debates; self-awareness of personal identity and that identity in the context of larger public values and responsibilities; and understanding of political systems including constitutional democracies).
- Skills: participating in constructive deliberation among community members about issues, challenges, or solutions (critical thinking, quantitative reasoning, source analysis, engagement with multiple perspectives; effective written, oral, and multi-media communication; collaborative decision making; negotiation and bridge-building; multi-lingual)

- Values (including respect for freedom and human dignity, empathy, tolerance, justice, and ethical integrity)
- Collective action: identifying community needs and working constructively to seek solutions (including integration of knowledge, skills and values and transference of those skills to interact with diverse partners and solve problems through mutual respect).

➢ **Applying knowledge and skills to new and changing contexts within and beyond the classroom.**
Fulfilling this objective can take many different forms, all of which depend on transferring knowledge and applying it in ways that further personal and/or professional development. Application of knowledge and skills through formal written and oral communication should occur not just within the classroom, but beyond it as demonstrated through lesson plans and business plans, public presentations, performances and other research-based or creative expression. Terms such as integrative learning, service learning and applied learning indicate many approaches, but EIU's academic purposes emphasize integrative learning. As explained by the Office of Academic Affairs, integrative learning at EIU should "provide our students with coherent learning experiences in the classroom, significant learning and life experiences *outside* the classroom, and ample opportunity for guided reflection. What makes integrative learning so powerful is that it enables students to tie the disparate parts of their academic, personal, and professional lives into a holistic, transformative university experience. . . . Students who participate in integrative learning become *intentional* learners who learn more deeply, retain what they learn longer, and continue learning as a lifelong habit." EIU offers support for such innovative curriculum through annual awards for integrative learning.

Co-Curricular Goals:

EIU students gain higher level knowledge through courses in general education and in their major and minor fields. They practice their critical thinking skills and their reading and listening skills over the years, often in courses that help them hone their citizenship knowledge and skills. Ultimately, they apply these skills beyond the classroom while engaging as responsible citizens in a diverse world. Coursework must prepare EIU students to formulate opinions and make personal and professional decisions that reflect an understanding of local, national and international contexts, and the relationship that exists between these rather than the compartmentalization of them into lessons that reinforce students' preconceived ideas or existing knowledge before instruction.

Elaboration:
Each objective within the Responsible Citizenship goal can be broken into topics unique to a general education course or to a course in a major or minor program at EIU. Some examples utilizing Bloom's Taxonomy follow:

➢ Engaging with diverse ideas, individuals, groups, and cultures.
- Knowledge of other cultures and cultural diversity in local, national, and international context.
- Identify and analyze factors that contribute to cultural distinction (intellectual, philosophical, aesthetic, and folk; religious belief; language, etc.)
- Identify and analyze factors that affect cultural identity (disability, ethnicity, gender, race, sexual orientation, etc.).
- Apply disciplinary frameworks for cultural analysis (anthropological, artistic, literary, philosophical, political, environmental, scientific, or sociological).
- Evaluate an idea (or values, morals, and ethics) from multiple perspectives and in cultural context to understand ambiguity, contested meanings, and cultural conflict.
- Critique their own ideas, values, morals, and ethics in cultural context to develop and articulate a self-aware cultural identity
- Participate in intercultural dialog by becoming competent in other languages and tolerant of other beliefs, interacting with individuals from diverse culture groups, identifying opportunities for interdependence and cross-cultural dialog, exercising personal and social responsibility in a cross-cultural context.

- Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.
    - Master knowledge of ethics, the relationship between ethics and the law, and the theories of ethical reasoning.
    - Identify issues that raise ethical dilemmas and explain the ways that the dilemmas may differ depending on context.
    - Compare ethical standards across time and culture, and compare to personal values and professional practices.
    - Engage in self-aware ethical decision making.
    - Evaluate alternative solutions to ethical dilemmas and consider the ramifications of alternative actions.
    - Refine ethical reasoning through practice and critique of alternative ethical decisions.

- Participating formally and informally in civic life to better the public good.
    - Master a breadth of knowledge about political systems and political philosophies.
    - Compare and contrast political systems, power structures, and justice systems.
    - Distinguish between political and non-political processes and the tension that exists between them.
    - Practice civic awareness by identifying issues facing their community, nation, and world, researching them, and taking action to address them.
    - Participate in activities that enrich life, but that also benefit the larger community by provided a social benefit or service to the public good.
    - Evaluate power relationships that affect (and often disadvantage) constituents in local, state, national, and international settings.
    - Evaluate the potential for success of individual and collection action targeting social problems, injustice, or other inequality.
    - Apply ethical reasoning to problem solving while respecting significant cultural differences.
    - Cultivate a sense of personal obligation and recognition of mutual dependency as a contributing member of their local community, and larger world in which they live.

- Applying knowledge and skills to new and changing contexts within and beyond the classroom.
    - Apply steps necessary for responsible decision making across general or specialized studies.
    - Encourage study within and across different disciplines
    - Incorporate multiple opportunities to work, independently and collaboratively, on projects that require the integration of knowledge with skills in analysis, discovery, problem solving, and communication
    - Information Literacy: “The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
    - Strive for excellence by developing a strong work ethic based in a sense of personal accountability and self-discipline, responsibility and dependability.
    - Cultivate “habits of mind” including appreciation for thinking and motivation to master challenging content that characterize lifelong learners.
    - Transfer knowledge and skills to apply in new and changing situations.

Selected Examples: Teaching; Assignments
Responsible Citizenship

Any strategy recommended for teaching other learning goals can further Responsible Citizenship, but additional strategies have proven effective for addressing goals related to diversity.

- Role-play/simulation (debates; decision-making activities);
- Inquiry (case studies; research projects);
- Guided discovery (modeling);
- Cooperative learning (service learning projects/community and campus events);

The emphasis on responsible citizenship crosses disciplines, but unfortunately divisions still exist due to disciplinary distinction. The humanities and the arts may talk within colleges, but neither talks much with sciences (natural or physical). A first step in bridging the chasm has support from social studies initiatives to address the de-emphasis on the social studies in the Common Core.

C3 Framework: Disciplinary Inquiry Matrix

The following table, compiled by Bonnie Laughlin-Schultz, Department of History, Eastern Illinois University, compares disciplinary approaches to four dimensions as summarized in *College, Career, & Civic Life C3 Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History* (2013). National Council for the Social Studies:
http://www.socialstudies.org/
http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf

C3 emphasizes Civics, Economics, Geography, and History, but also incorporates Anthropology, Psychology, and Sociology. The initiative that involved twenty special interest groups, including the National Council for the Social Studies, resulted from the need to counter the successful public relations campaign of STEM and STEAM. Responsible Citizenship emphasizes the need to cross disciplinary divides, and draw on sciences to solve civics challenges, and math to address economic challenges.

C3 Framework Disciplinary Inquiry Matrix

Compiled by Bonnie Laughlin Schultz, Department of History, Eastern Illinois University

WAYS OF KNOWING	**CIVICS/ GOVT** POLITICAL SCIENTISTS SAY…	**ECONOMICS** ECONOMISTS SAY…	**GEOGRAPHY** GEOGRAPHERS SAY…	**HISTORY** HISTORIANS SAY…
		DIMENSION 1		
POSSIBLE DISCIPLINARY COMPELLING & SUPPORTING QUESTIONS	What have major political parties proposed to respond to the Great Recession? What disagreements have political parties had and why? How can government insti-tutions and the	What were some of the economic causes of the Great Recession? What are the indicators of its severity and what do they show? What are the possible economic policy solutions? How can those solutions	How did the Great Recession affect areas of the United States differently? Did it cause population migrations? If so, from where to where and why? Are land and re-source uses affected. If so,	How bad (and for whom) compared to what earlier event? What related economic, political, and social events preceded the Great Recession? What precedents in the past help us understand the

	private sector respond?	be evaluated?	how?	Great Recession?
DIMENSION 2				
DATA SOURCES NEEDED TO ADDRESS QUESTIONS	Government policies, policy pronouncements, political poll results, statistics, leadership efforts, political behavior; observations of local conditions, interviews; news reports	Statistics and lots of them in as real time as possible (labor, capital, credit, monetary flow, supply, demand)	Spatial and environmental data; statistics, map representations, GIS data to measure observable changes to the planet; indicators of territorial impact	Accounts from the recent recession and from hard economic times in the past, both firsthand and synthetic, as many as can be found (oral history, diaries, journals, newspapers, photos, economic data, artifacts, etc.)
CONCEPTS & CONCEPTUAL UNDERSTANDING NECESSARY TO ADDRESS QUESTIONS	Theories of political behavior, rationality, self-interest, political parties, power flow, government, fiscal policy; relationships between the state and markets; constitutional limits on government, debates about those limits; evidence (to make claims)	Application of different types of economic theories to gauge inflation/deflation, labor shrinkage, capital contraction, asset/liability analyses from banking sector, changes in supply and demand; evidence (to make claims)	Theories of human land/resource use; spatial representation, scale, degree of distortion, map symbols, specialized GIS symbolic systems and representations; evidence (to make claims)	Theories of human behavior, thought, perspective, agency, context, historical significance; historical imagination; moral judgment; evidence (to make claims)
DIMENSION 2				
STRATEGIES & SKILLS NEEDED TO ADDRESS QUESTIONS	Reading statistics from polls, conducting polls and interview research; reading subtext into policies/pronouncements; reading power flow and blockage, converting such data into evidence to make arguments and claims that answer sub-questions	Capability to read statistics critically, for assessing agendas behind statistical representations; conducting survey research; capability to convert statistics into meaningful arguments and claims that answer the sub-questions	Cartography including using map symbol systems, critical reading and thinking, capability of using statistics to represent spatial change, capability to use statistical and spatial (often digitized) representations to make arguments and claims that address sub-questions	Critical reading and thinking, analysis and synthesis, reading subtext and agency in older sources; statistics; converting verbal, written, photographic, oral, artifactual accounts into evidence to make arguments and claims that answer the sub-questions
DIMENSION 3				

EVIDENCE-BACKED CLAIMS	Statistical analyses and theories of political and institutional behavior and outcomes point toward substantiating and justifying claims; adequacy judged within the community of peers	Statistical analyses coupled with economic theories show the way toward substantiating and justifying claims; adequacy judged within the community of peers, i.e., other economic investigators	Narratives, statistical and spatial analyses, and representations point toward substantiating and justifying claims; community of peers evaluates adequacy of claims	Accounts of human behavior and thought coupled with evidence corroboration and preponderance point towards substantiating and justifying claims; adequacy judged within the community of peers
DIMENSION 4				
FORMS OF COMMUNICATION & ACTION	Books, television appearances, articles, op-ed pieces, policy statements, blogs; supporting a public assistance non-profit organization	Op-ed articles, journal pieces, television appearances, policy statements, blogs, webinars, policy advisory roles, public action	Spatial representations for newspapers, web-based articulations, digital and analog geographical services; community mapping; other citizen-science experiences	Books, monographs, articles, websites, webinars, television appearances, blogs

C3 Framework Disciplinary Inquiry Matrix

WAYS OF KNOWING	**PSYCHOLOGY** PSYCHOLOGISTS SAY…	**SOCIOLOGY** SOCIOLOGISTS SAY…	**ANTHROPOLOGY** ANTHROPOLOGISTS SAY…
DIMENSION 1			
POSSIBLE DISCIPLINARY COMPELLING & SUPPORTING QUESTIONS	How did citizens behave during the recession? Did stress levels increase, decrease or stay the same? Was there adequate mental health support available? How does an individual's social status affect his or her perception of the effects a recession has on family, work and other societal institutions? Do individuals have prejudices that affect their perception of "who or what is to blame" for economic crises? How do attributions of responsibility develop and affect people's behaviors	What were the social consequences of the Great Recession, and in particular, how was the impact of the crisis differentially experienced by individuals, families and groups with different characteristics? What impact has it had on the social cohesion and collective behavior of communities? What were the possible policy responses to the crisis? Would they be effective across diverse communities?	How have different groups of people in the United States experienced the recession? Remembering anthropology's commitment to holism, is the nation the most helpful scale at which to study the Great Recession? What happens if we study it at the level of a region (e.g., the Southwest, the Rust Belt)? A metropolitan area (e.g., Orlando)? Something smaller, like a mobile home court or school attendance area? How can studies at one scale be useful for understanding what is happening at another? Is the "Great Recession" an

	during a recession?		event unique to the United States? How do groups of people outside the U.S. name what is happening and explain it? Has it made individuals and families more mobile? Less mobile? More attached to "home"?
DIMENSION 2			
DATA SOURCES NEEDED TO ADDRESS QUESTIONS	Statistics on rates of anxiety, stress, and depression; data. Surveys, focus groups, reports, and interviews on how different populations and/or ethnic groups were affected by unemployment, and how the economic climate affected older adults. Experiments.	Statistics on employment, housing, government programs, demographics, markers of disruption of social cohesion such as crime and divorce, etc. Interviews and observations. Content analysis of published descriptions.	Open-ended interviews with individuals. Observations over time of individuals and groups handling financially-related and status-related outcomes. Content analysis of published descriptions of the crisis. Statistics in the U.S. and elsewhere.
CONCEPTS & CONCEPTUAL UNDERSTANDING NECESSARY TO ADDRESS QUESTIONS	Biological, cognitive, and psychological mechanisms of behavior and mental processes; theories of social learning and social cognition; theories of stress management and health promotion; theories of personality, motivation, emotion, and learning; theories of life span development; evidence (to make claims).	Theories of social structure and contexts including the interplay between institutions and culture; of social relationships and the connection between individuals and the groups to which they belong; and of social stratification and inequality. Understanding patterns of reaction to the crisis based on different resources, opportunities, and power statuses.	Informal as well as formal economy at the level of families, households, neighborhoods. Transnational flows of remittances. Social construction of status as it varies by ethnicity, class, gender, location in the global economy. Nutrition levels and their biological effects.
WAYS OF KNOWING	**PSYCHOLOGY** PSYCHOLOGISTS SAY…	**SOCIOLOGY** SOCIOLOGISTS SAY…	**ANTHROPOLOGY** ANTHROPOLOGISTS SAY…
DIMENSION 2			
STRATEGIES & SKILLS NEEDED TO ADDRESS QUESTIONS	Ability to read and interpret statistics critically, including the ability to interpret qualitative and quantitative data; ability to use data to find causal and correlational connections between and	Reading and interpreting statistics and graphical representations such as tables, charts, figures, and political cartoons. Conducting survey research as well as research via experimental,	In-depth, open-ended interviews, and fieldwork on everyday behavior. Case studies of neighborhoods, social service institutions, workplaces. Content analysis of news reports, academic studies, and everyday conversations.

	among variables; critical thinking. Ability to apply psychological knowledge to issues faced by local communities and encourage civic engagement.	observational, and content analysis methods. Seeing the social world through the perspective of others and understanding why the crisis impacts people differently.	Comparison of qualitative and quantitative information across neighborhoods, regions, and countries.
DIMENSION 3			
EVIDENCE-BACKED CLAIMS	Statistical analyses and theories of human behavior point toward justifying claims; these should be judged within the community of peers.	Statistical and narrative analyses, as well as interpretations based on theories of social structure, social relationships, and social stratification and inequality. These analyses and other methods of inquiry point toward substantiating and justifying claims; these should be judged within the community of peers including sociologists as well as other social scientists.	Ethnographic and narrative analyses, seeking "emic" (insider) understandings and cultural meanings of the event. These analyses and other methods of inquiry point toward substantiating and justifying claims that are judged within the community of peers, including anthropologists as well as other social scientists.
DIMENSION 4			
FORMS OF COMMUNICATION & ACTION	Books and journal articles, newspapers and television, websites, webinars, press releases, professional presentations.	Books and scholarly articles; television and radio appearances; op-ed pieces and blog entries; policy statements and research briefs; webinars; presentations at professional conferences and meetings; evaluations and reports; websites and anthologies.	Books and scholarly articles; television and radio appearances; op-ed pieces and blog entries; policy statements and research briefs; webinars; documentaries; presentations at professional conferences and meetings; evaluations and reports; websites and anthologies.

History

The Responsible Citizenship goal indicates the need to address history as an overall goal, but also a step toward documenting perspectives on any given issue. The American Historical Association (AHA) articulated the "History Discipline Core" in an effort to increase awareness of the foundational nature of history knowledge and skills to understanding. C3 recognizes this, but situates the discipline of history in the social sciences. Historical thinking is a skill, however, that students in all disciplines need to master. Faculty in any discipline can consult the following for a list of core competencies identified by the working group assembled by the AHA, as well as strategies to teach about the history of their discipline, the diverse perspectives that

inform it, the ethical issues it raises and the community context in which it plays out. See: http://www.historians.org/teaching-and-learning/current-projects/tuning/history-discipline-core

AHA History Tuning Project: History Discipline Core

History is a set of evolving rules and tools that allows us to interpret the past with clarity, rigor, and an appreciation for interpretative debate. It requires evidence, sophisticated use of information, and a deliberative stance to explain change and continuity over time. As a profoundly public pursuit, history is essential to active and empathetic citizenship and requires effective communication to make the past accessible to multiple audiences. As a discipline, history entails a set of professional ethics and standards that demand peer review, citation, and toleration for the provisional nature of knowledge.

Core Competencies (Numbers) and **Learning Outcomes** (Bullets)

History Students Can:

1. **Engage in historical inquiry, research, and analysis.**
   - Develop a disciplined, skeptical stance and outlook on the world that demands evidence and sophisticated use of information.
   - Understand the dynamics of change over time.
   - Explore the complexity of the human experience, across time and space.
   - Evaluate a variety of historical sources for their credibility, position, and perspective.
   - Read and contextualize materials from the past with appropriate precision and detail.
2. **Practice historical empathy.**
   - Value the study of the past for its contribution to lifelong learning and critical habits of mind that are essential for effective and engaged citizenship.
   - Develop a body of historical knowledge with range and depth.
   - Recognize the ongoing provisional nature of knowledge.
   - Interpret the past in context; contextualize the past on its own terms.
   - Explore multiple historical and theoretical viewpoints that provide perspective on the past.
   - Recognize where they are in history.
3. **Understand the complex nature of the historical record.**
   - Distinguish between primary and secondary materials and decide when to use each.
   - Choose among multiple tools, methods, and perspectives to investigate and interpret materials from the past.
   - Recognize the value of conflicting narratives and evidence.
4. **Generate significant, open-ended questions about the past and devise research strategies to answer them.**
   - Seek a variety of sources that provide evidence to support an argument about the past.
   - Develop a methodological practice of gathering, sifting, analyzing, ordering, synthesizing, and interpreting evidence.
   - Identify and summarize other scholars' historical arguments.
5. **Craft historical narrative and argument.**
   - Generate a historical argument that is reasoned and based on historical evidence selected, arranged, and analyzed.
   - Write effective narrative that describes and analyzes the past for its use in the present.
   - Understand that the ethics and practice of history mean recognizing and building on other scholars' work, peer review, and citation.
   - Defend a position publicly and revise this position when new evidence requires it.
6. **Practice historical thinking as central to engaged citizenship.**
   - Engage a diversity of viewpoints in a civil and constructive fashion.
   - Work cooperatively with others to develop positions that reflect deliberation and differing perspectives.
   - Apply historical knowledge and analysis to contribute to contemporary social dialogue.

SAMPLE TASKS FOR DEMONSTRATING COMPETENCIES:
This broad list is intended to give instructors, programs, and departments a wide range of items through which to the competencies above might be demonstrated.

- Describe your own position in history in written, oral, or other forms.
- Generate class discussion questions from primary and secondary sources.
- Engage the ideas of others constructively in oral or written conversation/dialogue/discussion.
- Explain in written or oral presentation the difference between primary and secondary sources.
- Explain in written or oral presentation the different perspectives (such as author, audience, and agenda) between two or more primary sources.
- Explain in written or oral presentation the different perspectives (such as author, audience, and agenda) between two or more secondary sources.
- Demonstrate how various sources may be synthesized.
- Find appropriate materials online, in a library, or in the community and know how to cite them.
- Demonstrate the relationship between primary and secondary materials by assessing a historian's work and recognizing the tools used to construct that historical argument.
- Contextualize a source; demonstrate in written or oral presentation what historical detail a source needs to be understood.
- Narrate, in written or oral presentation, an event from the past.
- Present and analyze, in written or oral presentation, different perspectives on an event from the past.
- Have a transcript that shows courses whose content ranges over time, space, culture, and methods.
- Use specific primary and secondary sources in examinations, discussions, and oral presentations.
- Select appropriate primary source(s) as evidence.
- Select appropriate secondary source(s) as evidence or in support of a position or argument.
- Identify existing and compelling questions about the subject.
- Pose appropriate research questions and assess the range of materials necessary to answer them.
- Write a proposal for the development of a work of history in any medium.
- Identify and cite sources and points of evidence appropriate in number and type for exercises such as an annotated bibliography, paper proposals, a semester paper, or a capstone exercise.
- Write a successful capstone research paper with appropriate citations.
- Participate in internship and/or field experience, and also the creation of an e-portfolio/blog/website that demonstrates the creation of historical narrative and argument for public use.
- Complete a substantial historical project autonomously.

Diversity

The Eastern Illinois University curriculum is designed to recognize diversity and articulate diverse perspectives and viewpoints. Courses in social and behavioral sciences as well as the arts and humanities help students move outside their comfort zone and within situations that encourage engagement about issues such as class, disability, ethnicity, gender, race, and sexual orientation, within and beyond the United States.

Understanding diverse people, perspectives and practices often begins with coursework in history, language, and/or cultural traditions (anthropological, artistic, literary, philosophical, political, or sociological) of various countries or cultures. By developing a deeper knowledge of the factors that create difference, students can then develop cultural sensitivity which will help them make informed and ethical decisions, skills that all responsible citizens possess. The coursework provides one way to reinforce the importance of a plurality of voices (including those from traditionally underrepresented groups and well as those expressing alternative viewpoints) to better understand human history, culture, and decision making.

Syllabus

A syllabus provides the parameters for semester-long conversations about diversity, the sequence for learning about, critiquing, and articulating understanding of diversity issues, and the assignments that will provide opportunities to practice applying knowledge and skills to fulfill requirements. Syllabi articulate the course goals, the schedule, and the assignments. Representative samples from the WST 2309G: Women, Men and Culture syllabus for Fall 2013 provide an example of careful construction that reinforces the importance of diversity to the course (NOTE: only relevant language appears here; for a complete copy contact Debra Reid).

WST 2309G: Course Description

WST 2309G examines gender roles and development in a historical context from a variety of theoretical and disciplinary perspectives and within a variety of frameworks: political, economic, cultural, religious, and social. The course satisfies three EIU General Education requirements: writing intensive, cultural diversity, social & behavioral sciences elective. Cultural diversity courses, including WST 2309G, focus on the study of diverse people, perspectives and practices so students can comprehend forces, events and varied experiences that have shaped and/or will shape human culture at home and abroad, and develop skills to engage with diverse perspectives (including reading, critical thinking, and communicating) as informed and responsible members of society.

Course Objectives

After completing WST 2309G, students will be able to:

1. demonstrate critical thinking about gender issues (identity, expectations, bias, transgender, etc.) informed by a plurality of voices
2. articulate how cultural (religion, ethnicity), social, economic and political influences affected gender role expectations over time
3. demonstrate awareness of comparative gender differences within and across cultures and subcultures
4. practice responsible citizenship by engaging with diverse people in civic, community, social and cultural contexts
5. construct objective, ethical and culturally sensitive arguments informed by a plurality of voices
6. improve public speaking skills through course discussion and in-class presentations
7. improve writing skills through formal and informal writing assignments

You will meet the objectives listed above through a combination of the following activities:

ENGAGEMENT: "Engagement" means that you establish your "social presence" in this course (you introduce yourself, play a role in discussions, and convey informed responses to the discussions posts). You have a minds-on and generally proactive attitude as you participate (your posts indicate that you have read the material and that you can apply the information to the discussion *du jour*). The grade you receive for Engagement will be based on your contributions to weekly discussions and your communication with

your peers during those weekly discussions. NOTE: this course satisfies EIU's Cultural Diversity requirement in the General Education curriculum. Thus, the course readings might push you out of your comfort zone. You should engage with the readings and participate in discussions to further your own and your peers expanding understanding of gender issues.

These weekly discussions may require the following of you (**working independently toward the collective goa**l of learning more about gender):

- **Primary sources; Secondary sources** (selected and submitted to convey your ability to identify different perspectives on a topic, and your understanding of different types of sources).
- **Reading Activities and Discussion Topics.** Your responses to readings which indicate your growing awareness of gender issues. You should craft comments that reflect your status as an informed and responsible citizen.
- "**Timelines"** that can help you keep historic facts straight, and recall them in correct sequence. This is critical to understand the ways things change (and sometimes regress) over time.

PAPERS:

Reflection I: The battle of the sexes and the facts of life as portrayed in fiction and fact (drawing on the novel, *Sex Wars*, historical analysis, and primary sources: **150 pts**). This will address late 19th and early 20th century issues of race, gender, and authority.

Reflection II: Analysis of gender, culture, and power as depicted in fiction and fact (drawing on the novels, *Solar Storms* and *Under the Feet of Jesus*, historical analysis, and primary sources: **200 pts**). This will address gender, ecofeminism, resistance across cultures. (1250 words, approx. five pages, typed, double spaced).

CRITICAL THINKING ANALYSIS:

Each lesson will conclude with a critical thinking analysis of a document, or set of documents related to the week's topic. . . . This activity will evaluate your recall of facts based on the document(s) and your ability to synthesize information from the week to interpret the document and determine its significance to understanding women, men and culture. These concluding analyses will also allow you to bridge information from earlier topics and apply them to the current week's topic.

FINAL (Comprehensive) Exam: 75 points

Your answers will indicate your ability to:

1. Recall of terms, concepts, theory, etc., essential to understanding gender and sexuality in historic and contemporary social and cultural context.
2. Produce written communication that is well organized, and includes a clear introduction and conclusion, and an obvious point or argument.
3. Construct answers that include effective examples and accurate detail.
4. Convey an understanding of the correct chronology, sequences of events and change over time.
5. Display your depth of understanding of the topic.

Assignment Examples:

Many lessons on the complicated topic of diversity start with a conversation. For example:

Discussion Questions for an online post on Race & Gender for WST 2309G: Women, Men & Culture

- REVIEW BORNSTEIN, *My New Gender Workbook* (textbook): Find five places in *My New Gender Workbook* (2013) where Bornstein mentions race. Look in any part of the book from the beginning through Chapter 7. Conclude your one post by answering ONE of the following statements in a way that supports your answer:
    - I believe that Kate Bornstein spends enough time talking about race (or ethnicity) and gender because. .
    - I believe that Kate Bornstein does not spend enough time talking about race (or ethnicity) and gender because. . .
- Remember to include a subject line to your post, and reply to TWO of your peers.

Discussion Questions for Race & Politics

Topic: How W.E.B. Du Bois argues for a 'Talented Tenth' among African Americans to lead an oppressed community and how this argument parallels the concept of 'Philosopher Kings' in Plato's Republic.

- When trying to understand Black Nationalism, can the idea of Pan-Africanism (the shared suffering of people around the world) be relevant to African American lives?
- Can black women gain more through a united fight with other women against sexism or is their condition unique?
- Is there such a thing as universal rights? Rights that transcend boundaries or race, religion, or culture? If so, what are they? Are all governments bound to respect these rights?

Teaching diversity requires time and often multiple steps during which students collect information, process information, analyze and interpret information, and may ultimately create new understanding about the given topic based on synthesis as well as original research.

Writing assignments that can help students develop and evaluate cultural values and respect for diversity include the following:

- write a narrative about experiences with discrimination, then compare and contrast with their peers, and determine commonalities or inconsistencies in discrimination (and integration) across cultures;
- read historical literature that narrates issues of race or gender identity at a given time in the past. After practicing critical reading and discussion, students articulate the context of the novel.
- after developing depth of knowledge about a primary document, and the context for creation of that document, then students can compare the historic situation to the current situation; analyze contributing factors and determine possible responses based on what succeeded or failed historically.

Students must transfer knowledge and skills of effective reading and writing and critical thinking to complete these assignments. For example, students in a general education course (HIS 2020G: U.S. History since 1877) read an autobiography by a woman involved in the civil rights movement (Anne Moody, *Coming of Age in Mississippi*, 1968). They discuss the autobiography over three weeks in the context of chapters that address the novel's timespan (1944 when Ms. Moody was 4 years old, to 1968). Students receive questions on the assignment sheet to guide these discussions.

As you read *Coming of Age in Mississippi* answer the following and come to class prepared to discuss them:

- Who is Anne Moody? What is her family like? Where does she grow up? How do her childhood experiences affect her decisions in later life? Develop a chronology of her life. She was born September 15, 1940 and was four years old at the start of the autobiography; six years old when she entered second grade in Centreville, Mississippi.
- Who are the individuals that most affected Anne Moody's life? Select one or two from each stage of her life (childhood, college, civil rights movement) and analyze their significance.
- What factors affect Anne Moody's life choices? – religion? quest for education? injustice? Does she do what she wants to do, or what she thinks someone else wants her to do? Identify incidents that illustrate the force of these factors on her thoughts, her interactions with others, and her life goals.
- How does Anne Moody get involved in the Civil Rights Movement? What sorts of grassroots activism does she participate in? (organizations, actions such as sit-ins, marches, petitions and voter registration drives, etc.)
- What sorts of jobs does Anne Moody secure throughout her life? How does her status as a woman and an African American affect her choices? Does her political activism affect her options?
- How does she relate to men; and how do men relate to her as a civil rights activist?
- Itemize the success and continued challenges that Anne Moody experiences as a civil rights activist.

The activity culminates in a paper assignment focused on a controversial topic:

> **Assignment prompt:** "We shall overcome some day. I wonder, I really wonder." Anne Moody finished her autobiography with those lines (*Coming of Age in Mississippi*, 1968). She was 27 years old at the time. What caused her to think that? Do you agree or disagree with her interpretation? Support your answer with two primary documents & one additional secondary source.

The paper asks students to consider multiple perspectives on the topic that can help them understand racist attitudes and practices in the past (specifically white American resistance to rights expansion for African Americans). Students receive a pointed reminder to apply effective writing skills (The assignment sheet includes the "Electronic Writing Portfolio Suggested Assessment Rubric," <http://www.eiu.edu/assess/RubricSP08rev.pdf >

The assignment emphasizes diversity issues by requiring them to recognize alternative viewpoint[s] and document those other viewpoints (evidence of contested meanings and conflict) with at least TWO other primary documents, and ONE secondary source to add context & weight to the interpretation. The entire assignment over three weeks allows them to exercise their critical thinking skills.

Assessing Student Learning relative to Diversity

The section on Assessment in this rubric provides more information about useful sources to consult to develop effective assessment tools for classroom use. No one-size-fits-all approach exists to assess diversity assignments. That said, examples of Classroom Assessment Techniques (CATs) often feature assignments with tasks geared toward diversity topics. For instance, students in a literature class may complete a "word journal" that prompts a two-part response (first a summary of a short story in one word; and second, a paragraph or two that explains that word choice). The journal can document student understanding of a reading about an unfamiliar culture, or a past event that challenges preconceived ideas. The journal can provide instructors with pre-instruction information, thus helping the instructor know how to focus class lecture and discussion (Angelo and Cross, *Classroom Assessment Techniques,* 188-192).

Another CAT, "Everyday Ethical Dilemmas," features an example from an interdisciplinary freshman seminar course that features academic integrity, and values and standards of the academic community. While, obviously this focuses more on ethics, it also addresses interpersonal relations which factor heavily in diversity exercises (Angelo and Cross, *Classroom Assessment Techniques,* 272).

Another common instruction and assessment tool, rubrics, result from linking goals to assignments, and can provide an additional level of guidance to students so they produce the best assignments which theoretically then indicate their level of knowledge and skills attainment and mastery. Dannell D. Stevens, co-author of *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning* (2nd ed., 2013) defines a rubric as "the assignment laid out on a grid," containing four parts:

> Task Description from Syllabus
> Dimensions
> Scale or levels of performance
> Description of The Dimensions

The following rubric provides an example (included in *Introduction to Rubrics*, pgs 86-87):

Creative Expressions- Adding/affirming diversity 15 Points

Scoring Rubric

Application of what we know and can learn from our increasingly diverse student population is imperative. Honestly facing our own biases and reactions and grappling with them is very important. The arts, in particular, provide an avenue of comprehension and expression that often reveal our deeper values. Thus, you are expected to do ONE of the following:

Attend Lecture by Antonia Darter on January 16- take notes
OR Go to a foreign film (with English subtitles preferred)
OR Read a book furthering your understanding of diverse students or written by a person from another culture

THEN create an expression of your response to this experience of otherness that relates somehow to the lecture or debate/discussion themes in the class. This could be a POSTER, A POEM, A PIECE OF MUSIC, A PIECE OF ART, FOOD or A STORY. To make the connection to the class clear to other audiences, either add a written narrative piece to the work or tell us how this directly relates to the class.

Dimension	Description	Comment	Points Earned
TOPIC & OUTLINE 3 pts	Paragraph description of project turned in on time. Details of project, type of project Link to class topic clear		
Content 8 pts	Clear focus of Project- what lecture, reading, movie inspired the idea Grabs attention right from the beginning Identifies a significant cultural difference Describes values of that difference to the culture Describes how you viewed previous assumptions of the culture Includes brief summary of the movie, book Describes clear purpose behind this choice Clear connection to adding/affirming diversity		
Organization 5 pts	Clear beginning, middle, end Understandable to others, not confusing Clear directions and wrap up! Easy to see connections to adding/affirming diversity Clear link to class topics		
Creativity 11 pts	Puts together a presentation that is "out of your comfort zone" Expresses emotional response Open/honest Attractive Visually pleasing Creates at least half of the images Obvious extra effort (not copied pages) Authenticity and uniqueness of effort Thought/provoking Original Strong expression of "otherness		
Reflection 2 pts	Indication of how your perceptions and assumptions have changed Indicates how this might affect your future teaching and adding/ affirming diversity in your life		
Conventions 3 pts	All grammar, spelling, punctuation correct Neatly presented If typed, double-spaced and pages numbered.		

Ethics

Learning outcome: applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.

Increasingly, professions are establishing standards for conducting business, for handling clients, for treating colleagues, for actions in the workplace. In order to prepare our students well for future employment, we must address the needs of our field and help our students understand the professional standards and ethical behaviors for our discipline.

All programs may also address ethics when teaching students how to conduct primary and secondary research. Codes of behavior and expectations encompass the research methods for many disciplines whether that encompasses citations, use of human subjects, or research employing animals.

Sample Teaching Methods include the following:

- Apply ethical theories to literature, movies, TV, and examples from your life and the lives of your students.
- Article Reviews
- Case Studies
- Campus Events
- Character Education
- Community Events
- Decision Making Activities
- Debates
- Discussions
- Modeling
- Research Projects
- Role Playing
- Service Learning Projects

Examples of EIU courses that teach ethical reasoning and standards in various curricular settings indicate the potential:

MGMT 4700 Film Analysis

Each student must view and review one feature length film, preferable from the list of films appearing below. The listed films raise issues of business, professional or organizational ethics and may be obtained through Netflix, a video store, or on-line sources. The student will view the film outside of class and prepare a 3-3 page analytical reflection paper. This paper must identify the principal ethical issue(s) addressed by the film and relate that issue or those issues to topics presented in class or through the text. Remember, your analysis should focus on the ethical dilemmas or questions raised by the film rather than provide a detailed account of the film's plot, characters, et al. You may select a film from those listed below or you may choose to analyze an alternative film with the instructor's approval.

The Departed
Tin Men
The Verdict
A Bronx Tale
Class Action
Glengarry Glenn Ross
Norma Rae
Boiler Room

Wall Street
Crash
Social Network
Wall Street: Money Never Sleeps
Up in the Air

MGMT 4700 Service Learning

Strong ethical leadership requires strong personal character, an ability to recognize the "right" or ethical course of action, and a willingness, even a passion, to do the "right thing." Good personal and corporate citizenship demands that we be willing to step outside our comfort zone and somehow proactively and positively improve the society in which we live. You are invited to consider a service learning opportunity to be chosen from the organizations/activities listed on the EIU Student Service Organizations web page. Because this seminar meets only once a week, it is important that you make a choice in this matter as soon as possible. You are encouraged to meet with the instructor in order to elaborate on service opportunities offered in partnership with the University and to answer any questions you may have about alternate service opportunities.

You may also propose a service learning opportunity of your own choice. Such a proposal must be approved by the instructor, and literature regarding the mission and activities of a "personal choice" organization must be presented to the instructor for review.

You MAY NOT apply your current association with any service organization to the credit you would receive from this seminar activity.

Those students who choose the service option will be required to provide a total of fifteen hours of on-site service learning to the organization of their choice. A student may devote the entire fifteen hours to one organization or she may divide the fifteen hours of service between no more than three organizations, e.g. five hours with a food bank, five hours with the animal shelter, and five hours with a women's resource center. Church sponsored or religious service organizations are NOT EXCLUDED from this service opportunity.

Participants will be required to maintain a journal of their activities and offer personal reflections on their service experiences. Ideally, the experiences will enrich the student and underscore the unique character of social responsibility expected of a business organization and/or the individual business person. The journal or reflection paper is to be submitted to the instructor upon the conclusion of the service learning activity or no later than the last seminar date. Your supervisor or mentor at the service activity site will be required to sign a time sheet or other document affirming that you have devoted fifteen hours to that organization.

MGMT 4700 Issue Debate

Students who do not elect to participate in the service learning initiative will be randomly paired and will be assigned one perspective of a topic that raises ethical issues affecting a dimension of business administration, professional practice or organizational behavior. For example, one topic will be the question of "Excessive Executive Compensation: Are there acceptable standards or should pay be dependent upon profits/stock performance?" Resources for the debates will be made available through reference to web sites, handouts, or items on reserve in Booth Library. Two students will be assigned to a particular issue; one will argue in favor or a given proposition and one will argue against that issue. Each student will be afforded 10 minutes in which to present their principal argument. An additional five minutes will be allotted for rebuttal by each presenter. It is expected that the debates will generate a class discussion of the topic. A 2-3 page position paper or analysis must be given to the instructor at the time of the debate. Each student must identify at least five research resources used in the formulation of their debate presentation and the position paper.

BUS 2750 Case Studies

Each student will be required to select a case or topic for written analysis (3-5 pages) and brief oral presentation (5-7 minutes) to the class. The assignment is designed to stimulate discussion of the case/legal issue and to develop your research and presentation skills. The student may choose the case or topic from virtually any legitimate and academically recognized source. You may choose the case or topic from the text, from the debate book on reserve in the library, or from publications of general or discipline specific circulation, e.g. accounting, health care, sports law, et al. You may not choose any of the cases which appear in the text and which are already the subject of analysis therein.

EIU 1111 Case Studies

Throughout the semester students are required to read case studies related to a variety of topics concerning college—drinking, safety, plagiarism, cultural diversity, homesickness, getting along with professors, cheating, and so forth. For each case study, students are asked to analyze the case study through a set of questions designed to encourage critical thinking and ethical reasoning.

1. What are the facts you know about the case?
2. What are some logical assumptions you can make about the case?
3. What are the problems involved in the case as you see it?
4. What is the main issue?
5. What do you estimate is the cause of the main issue?
6. What are the reasons that the main issue exists?
7. What are the solutions to the problem?
8. Are there any moral and/or ethical considerations to your solution?
9. What are the consequences of your solution?
10. What are the "real-World" implications for this case?
11. How will the lives of the people in the case study be changed because of your proposed solution?
12. Where are some areas on campus that one could get help with the problems associated with this case?
13. Where are some areas beyond campus that one could get help with the problems associated with this case?

Many instructors put students into groups to present case studies to the class and lead discussion. The rubric that follows is used to grade this speaking assignment; the rubric covers speaking and critical thinking skills related to cases involving college ethics topics.

Case Study Grading Rubric

Each item is rated on the following rubric.
1= Very poor 2 = Poor 3 = Adequate 4 = Good 5 = Excellent

Group Members: _____
_____
Assigned Case Studies:_____ Date:_____

Item	Score				
1. Evidence of preparation (organized presentation, presentation/discussion flows well, no awkward pauses or confusion from the group, evidence you did your homework)	**1**	**2**	**3**	**4**	**5**
2. Content (group presented accurate & relevant information, appeared knowledgeable about the case studies assigned and the topic discussed, offered strategies for dealing with the problems identified in the case studies; analyzed the issues involved; evaluated the best solution)	**1**	**2**	**3**	**4**	**5**
3. Eastern connection (group identified campus resources to help with the problem/issues, discussed relevance to own experience; analyzed the best solution for referral)	**1**	**2**	**3**	**4**	**5**
4. Delivery (clear and logical organization, effective introduction and conclusion, creativity, transition between speakers, oral communication skills—eye contact)	**1**	**2**	**3**	**4**	**5**
5. Discussion (group initiates and maintains class discussion concerning assigned case studies, use of visual aids, good use of time, involves classmates; displays critical thinking skills in asking and answering questions)	**1**	**2**	**3**	**4**	**5**

Total Score: _____ (sum of Items 1-5)
Total Score X 4: _____ (to make the assignment of 100 points)
Comments:

Eastern Illinois University MBA--Ethical Analysis Rubric

	Emerging 1 ----------2	Developing 3 ----------4	Mastering 5 ----------6
1. Identification of Ethical Issues	▪ Provides little or no discussion of ethical dilemma or relevant facts ▪ Does not identify the ethical issues or inaccurately identifies the ethical issue	▪ Discusses the ethical dilemma including some relevant facts ▪ Identifies ethical issue but may be unclear or incomplete	▪ Fully discusses the ethical dilemma including all relevant facts ▪ Clearly states the primary ethical issues ▪ Identifies secondary and implicit issues
2. Consideration of Stakeholders	▪ Does not identify stakeholders ▪ Inaccurately identifies stakeholders	▪ Identifies stakeholders but may ignore some stakeholders ▪ Identifies or implies potential impact on stakeholders	▪ Clearly identifies all stakeholders ▪ Fully discusses potential impact on stakeholders
3. Analysis of Issue from Multiple Ethical Theories or Perspectives	▪ Provides cursory analysis of ethical issue and/or analyzes issue from one theory/perspective ▪ Fails to identify and describe appropriate ethical theories/perspectives ▪ Applies ethical theory/perspective in simplistic or mechanical way	▪ Adequately analyzes issues applying multiple ethical theories/perspectives ▪ Describes appropriate ethical theories/perspectives but description may be unclear or inaccurate ▪ Applies ethical theories/perspectives of theories but fails to fully clarify issues or provide basis for decision-making	▪ Thoroughly analyzes issue applying multiple appropriate ethical theories ▪ Clearly and accurately describes appropriate ethical theories/perspectives ▪ Fully applies ethical theories/perspectives to facts clarifying issues and providing basis for decision-making
4. Discussion of Options	▪ Fails to identify options for resolving dilemma or identifies only one option for resolving dilemma ▪ Limited or no incorporation of ethical theories/perspectives and consideration of stakeholders	▪ Describes at least two options for resolving dilemma ▪ Discusses some potential ramifications of options ▪ Incorporates ethical theories/perspectives and consideration of stakeholders but discussion may be unclear, disjointed or superficial	▪ Clearly identifies and describes various options for resolving dilemma ▪ Clearly discusses potential ramifications of various options ▪ Effectively integrates various ethical theories/perspectives and consideration of stakeholders in discussion of options
5. Proposal of Decision	▪ Fails to propose decision for resolution or proposes decision for resolution with little or no support ▪ Fails to relate proposed decision to analysis of issues and options	▪ Proposes decision for resolution supported by reasoning ▪ Relates proposed decision to analysis of issues and options ▪ May provide some suggestions for implementation	▪ Clearly proposes decision for resolution supported by logical and thorough reasoning ▪ Proposed decision fully integrates analysis of issues and options ▪ Formulates clear implementation plan

INTERN OBSERVATION GRADING FORM, Ferris State University

ELEMENTS EVALUATED	ALIGNMENT WITH CANDIDATE PROFICIENCIES	UNACCEPTABLE	ACCEPTABLE	TARGET	SCORE
I. Professional Conduct					
Conducts oneself as a professional in accordance with the Code of Professional Responsibility	CCCT III, 1 Proficiency (k)	The Intern violates one or more elements of the Code. Consistently fails to project a professional appearance. (0)	The Intern acts professionally in accordance with the Code. Normally projects a professional appearance. (12 – 13)	The Intern exemplifies professional behavior and sets standards for others. Always projects a professional appearance. (14)	
Works collaboratively with colleagues in the school setting	CCCT III, 2 Proficiency (k)	The Intern does not seek regular and ongoing dialogue with colleagues in the school in order to identify areas for learning and to set goals for professional development and growth. (0)	The Intern engages in regular dialogue with colleagues in the school in order to identify areas for learning and to set goals for professional development and growth.(5 – 6)	The Intern shows consistent efforts to seek out additional sources of expertise to identify areas for growth and professional development. (7)	
Demonstrates dispositions critical to self and students	Proficiency (i) (k) (h)	The Intern demonstrates no appropriate characteristics or experiences indicating potential for working effectively with different students. (0)	The Intern shows ongoing enthusiasm about his/her own learning and daily responsibilities as a teacher, and shows a commitment to supporting the development of students. (7 – 8)	The Intern shows consistent behavioral patterns of attempting to reach all students to support learning.(9)	
II. Classroom Performance					
Works to create a positive learning environment	CCCT I, 1, 2, 4, 5 Proficiency (h)	The Intern's responses to and interactions with students are minimal, negative or inappropriate for the age of the students. (0)	The Intern's responses to and interactions with students demonstrate fairness, acceptance and interest, and are age appropriate. (13 – 14)	Responses and interactions are not only fair and appropriate, but expectations that students treat each other with respect are clearly and communicated	

				and reinforced. (15)	
Communicates and reinforces developmentally appropriate standards of behavior	CCCT III, 3, 4 Proficiency (h)	Limited standards of behavior appear to have been established or communicated. Consequences are applied inconsistently or inappropriately. No attempt to re-engage off-task students.(0)	Standards appear to have been established for most situations. Consequences are generally applied consistently and are appropriate. Attempts are made to re-engage off-task students, but these may be inconsistent or limited in variety.(12 – 13)	Standards are established and consistently reinforced. Consequences are applied consistently and if necessary a variety of strategies is used to attempt to re-engage off-task students.(14)	
Handles both routines and unplanned classroom situations in a developmentally appropriate manner.	CCCT II, 7 Proficiency (e)	The Intern's handling of routines and transitions are often inefficient and/or disorderly resulting in excessive time off-task. Intern fails to anticipate or address a safety concern. (0)	Routines and transitions are, at times, inefficient and/or disorderly and may result in some time off-task. Safety issues are addressed with good judgment if they arise.(7 – 8)	Routines and transitions are always orderly and efficient and result in minimal time off-task. Potential safety issues are addressed proactively.(9)	
Displays empathy and sensitivity toward all students	CCCT II, 3 Proficiency (k)	The Intern demonstrates a pattern of negative attitudes about students and a lack of empathy toward their needs. Sarcasm often used with students.(0)	Sensitivity and empathy are very evident in the Intern's behavior toward student's needs. Language used toward students is respectful and generally age-appropriate.(12 – 13)	The Intern shows exceptional skills in relating to student's needs in exhibiting empathy and sensitivity. Language used to students is respectful and shows awareness of individual needs.(14)	
III. Internship Requirements					
Demonstrates good oral and written communication skills.	CCCT I, 3 Proficiency (a)	The Intern does not communicate clearly or audibly. Written language frequently contains grammatical and/or syntactical errors.(0)	The Intern communicates clearly and audibly. Spoken and written language is generally grammatically	Both written and oral communications are exemplary and set a standard for others to emulate.(8)	

			and syntactically correct.(6 – 7)		
Requirements are completed in a timely manner.	CCCT III, 1 Proficiency (k)	The Intern is consistently late in meeting deadlines or dates as established in concert with the supervisor.(0)	Requirements are consistently met and deadlines and dates are adhered to.(3 – 4)	Requirements are not only timely, but may be submitted early.(5)	
University attendance policy has been observed.	CCCT III, 1 Proficiency (k)	The Intern has shown a pattern of excessive absences with no legitimate documentation.(0)	Attendance has been routine and there has been no evidence of abuse.(3 – 4)	The Intern has perfect attendance.(5)	
				SCORE	

Resources

The Markula Center for Applied Ethics at Santa Clara University (www.scu.edu/ethics) is a great resource for a variety of items related to ethical reasoning. They have dozens of case studies related to the following topics: bioethics, business, campus, character education, government, internet, environment, global, immigration, legal, media, and technology ethics. The web site also offers ways to analyze case studies and articles related to all these topics, including teaching ethics.

Eastern's assessment page offers a variety of assessment tools used by our graduate and undergraduate programs for a myriad of topics: http://www.eiu.edu/assess/deptinstrmnts.php

Civics

Learning outcome: participating formally and informally in civic life to better the public good.

Developing a sense of civic engagement among students depends on integration of the concepts of citizenship into our curriculum.

We need to strive to provide students with the knowledge foundation and personal reflection to understand community problems and develop civic values. As students move through their degree programs, we need to provide opportunities for them to identify and help to solve community problems, where community is broadly defined.

- **Developing and evaluating civic values**:
  - identify and evaluate public policies relevant;
  - compare civic and/or cultural values to classmates' values;
  - identify and evaluate elected officials;
  - analyze the impact of a cultural experience, such as study abroad;
  - understand the role of non-profits and organizations in civic life;
  - observe community and civic decision-making;
- **Engaging in civic action:**
  - Incorporate service learning;
  - Conduct community-based research;
  - Engage in volunteerism;
  - Encourage co-curricular activities;
  - Participate in government simulations;
  - Participate in government and community internships;
  - Participate in Alternative Spring Break;

Foundation knowledge and civic action can be integrated into general education courses:

- A Social Problems in Contemporary Society class (SOC 2750G) requires students to participate in a service learning project with a variety of local social service agencies.
- An American Government and the U.S. Constitution class (PLS 1153G) requires students to evaluate their U.S. House representative, using models of effective representation.

Department curricula can also integrate citizenship into major requirements:

- Foreign Language majors may include in their portfolios a cultural analysis of a study abroad experience or a cultural experience the students had outside of class.
- The Department of Political Science requires majors to complete an applied learning experience, including the citizenship-related activities of study abroad, government simulations, and government internships.

What follows are assignments gathered from courses at Eastern that relate to this learning outcome.

PLS 1153 Assignment 2

Due: November 13 in D2L Dropbox no later than 1 pm.

- **Type your answers to all the questions. Upload your responses either in .docx, .pdf, or .rtf.**
- **The assignment is worth 60 points, with the points breakdown listed below for each question.**
- **Ten percent of your grade (6 points) will be based on your writing. Check spelling, grammar, and sentence structure carefully.**

1. Political Socialization interview (15 points)

You will be assigned a partner to interview about his or her political socialization experience. In the interview, you should ask the following questions:

1. Which three or four socialization agents are most important to you?
2. Why are they important? Can you provide some specific examples?

Take careful notes on their answers, and type your notes for this section of the assignment. Your partner will then interview you about the same topic.

2. Political Socialization analysis

Type a 2 page, double-spaced essay, using at least four paragraphs (5-6 sentences each), comparing your political socialization experience with your interview partner's experience. In your essay, outline your own political socialization experience, describing the three major agents of socialization that have affected your views. Be sure to use specific examples from your life experience. Then, discuss how your socialization experiences compares to your interview partner's experiences, identifying which agents are different, and why. Use specific examples from the interview. Throughout your essay, you should include in-text citations to our Barbour and Wright text to support the points you are making, and include a works cited page with a bibliographic entry for the text.

You will earn points on this essay based on the following:

Describing your own socialization, with examples	20 points
Identifying similarities and differences, with examples	15 points
Proper in-text citation and works cited page	4 points

PLS 1153 Assignment 1

Due: October 7 in D2L Dropbox no later than 1 pm.

- **Type your answers to all the questions. Upload your responses either in .docx, .pdf, or .rtf.**
- **The assignment is worth 60 points, with the points breakdown listed below for each question.**
- **Ten percent of your grade (6 points) will be based on your writing. Check spelling, grammar, and sentence structure carefully.**

Determine who your U.S. House Representative is. (Be sure you are correct!) Use these websites to answer the questions:

Project Vote Smart (www.votesmart.org)
New York Times election results summary (http://elections.nytimes.com/2012/results/states/illinois)
Your representative's home page (www.house.gov)

If you write about a different elected official, you will receive a 0 for this assignment. You will be able to turn in a revised version one week after the assignment is returned, with a 10 percent deduction.

Background, Elections, & Symbolic Representation (1 point per question):

1. List your U.S. House representative's name
2. Political Party
3. Gender
4. Race or ethnicity
5. Religion
6. Year he/she was first elected to the House
7. Highest level of education, major and university
8. Last job before being elected to the U.S. House of Representatives
9. Money spent running for reelection (or special election) in 2012
10. Percentage of vote he or she won in 2012

Allocative Representation & Casework:

11. Based on your reading of your representative's webpage, describe at least two examples of allocative representation or casework. This description should be at least one paragraph long (5-6 sentences), and include specific examples. Clearly state whether your examples are allocative, casework, or both. (8 points)

Policy Representation:

12. List the legislative committees and subcommittees he/she serves on (2 points)
13. Type one paragraph (5-6 sentences) explaining how (or whether) whether those committees fit in with the interests of your home district, and why. Be specific about your home district. (8 points)
14. List three issues your representative discusses on his/her web page. (3 points)
15. Type one paragraph (5-6 sentences) discussing whether your representative shares your attitudes about one or more of those issues. Be specific. (8 points)
16. Based on your U.S. House member's quality of casework, symbolic, allocative, and policy representation, type two paragraphs (10-12 sentences) discussing whether you will vote to reelect your U.S. House representative in 2014. Be sure to refer to the different forms of representation, and be sure to explain the reason for your decision. (15 points)

While some of your classmates may have the same representative, and therefore, some of the same answers, your answers to questions 11, 13, 15 and 16 should reflect your own analysis and ideas.

SOC 2750G Volunteer Service Project

Social problems exist all around us, often going unnoticed or unrealized by many indviduals and groups. As part of your studies in social problems, you will also confront them through service. Each student will complete 2.5 hours of service-learning through Eastern's Office of Student Community Service.

Service-learning is a curricular component to develop civic engagement, the purpose of which is to get engaged with your community right here in Coles County. SCS helps students connect with, build, and sustain meaningful service initiatives.

Civic engagement as service-learning is a central part of this course. Volunteering at a social service or social welfare-type of organization focused on one of the following initiatives (possible agencies are listed on the SCS website):

Advocacy	Developmental Disabilities
Elderly Care/Support	Health Services
Crisis Relief & Support	Youth Development/Outreach
Nutritional Assistance	Education

You may do a service project with an established agency in these categories through SCS, or you may work with a community partner and fellow students to develop your own special project. For a project to be considered as service-learning, it must include a service requirement that meets a community need, relates to the content and focus of the course, and will allow for this paper and its personal reflection to connect with the class and community.

By the class meeting during the week of **February 6, 2012,** you should have:

1. Found a service-learning opportunity through EIU's Office of Student Community Service:
   http://www.eiu.edu/volunteer/index.php
2. Obtained and complete all paperwork necessary to access your service opportunity both through SCS and the agency.
3. Submitted a **complete "Volunteer Service Notification Form"** (available on WebCT, which includes your honestly-written completion to the following two statements:
   Prior to performing my volunteer service, I assume that the people who are served through this agency …
   I have this assumption because …

Guidelines for your Final Paper:

Make sure you ask for and secure any publically available information, marketing, or advertising that the agency at which you volunteer disseminates. Use this information to write about the program/agency as detailed below!

After completing your 2.5 hours of service, write a 3 page paper on your experience addressing the following points:

1. Describe the agency at which you served:
   a. Name, location, mission, goals, and other relevant information
   b. How/why did you choose this agency as your cite for service?

2. What service activity/ies did you perform?
   a. Describe what activities you performed and with whom (i.e. clients, students, other volunteers, agency administrators, etc.)

3. Connect this agency with a particular social problem:
   a. According to the information provided by the agency, what is social problem/issue targeted through its programs and/or services?
      i. From your point of view, how does the agency construct or makes claims regarding the problem(s)/issue(s) it seeks to address?

   b. What types of activities/programs to address the problem(s)/issue(s) does the agency provide?
      i. Based on your specific activity/ies, how did you address/affect the social problem?

4. Reflect on your experience:
   a. Using course materials and your service experience, *sociologically* describe the social problem and how it connects with the concept of *liberation.*

   b. What were your initial expectations of the agency and its clients?
      i. Were these initial assumptions correct? Why or why not?

   c. In your view, how did the activities in which you engaged address issues and problems experienced by the agency's clients?
      i. What was "liberating" about it (either for yourself or for the clients, or both)

   d. How did you feel performing these activities?
      i. Where you uncomfortable? Felt out of place? Felt comfortable?
      ii. Where there any issues with performing your service activities, such as a moral or ethical conflict?
      iii. Did you have prior experience with similar problems/issues?

   e. What did you learn:
      i. About yourself?
      ii. About your community?
      iii. About social problems in general?
      iv. About social change?

MAKE SURE YOU FOLLOW THE PAPER FORMATTING GUIDELINES PROVIDED ON WEBCT! POINTS WILL BE TAKEN OFF FOR PAPERS NOT FORMATED CORRECTLY.

Criminal Law syllabus, PLS 3523.

Court Visit: Go to the Coles County Courthouse on the square, and observe at least an hour of criminal court proceedings. Select Felony cases for pretrial or sentencing proceedings, but any level of case for trial proceedings (i.e., criminal misdemeanor or DUI). You can find out more about the defendants' cases at https://www.judici.com/courts/index.jsp?court=IL015025J. Offer an oral report to the class, or a 2 page written one if you prefer. Describe the proceedings including the stage in the justice process for the defendant, and the actors you observed. Do you have any personal observations about the local criminal justice process? Did anything surprise or disturb you?

Application /Transfer/Adult & Life-Long Learning /Co-Curriculum

Transfer

Ultimately, higher education prepares students to transfer knowledge and skills to manage whatever comes their way. It starts with being intentional about the need to transfer either knowledge or skills.

For example, a general education course (HIS 2020G: U.S. History since 1877) includes a multi-part activity in creating a primary source and then analyzing that source in the context of an era or major event in U.S. history. The activity culminates in a presentation that expects students to transfer knowledge of oral communication skills to complete the course assignment. To make the need to transfer skills overt, one side of the assignment sheet includes the assignment goals and a rubric developed around those goals. The other side of the assignment sheet includes the "Primary Trait Analysis for Speaking Matrix for Assessment of Oral Presentations," http://www.eiu.edu/~assess/speaking%20rubric.pdf.

Oral History Interview, Transcription & Presentation Goals

This exercise allows you to contribute to our collective understanding about U.S. history since 1877. This exercise in creating and interpreting a primary source will allow you to demonstrate:

1. your identification of a primary source that can increase our understanding of U.S. history
2. your questions that indicate understanding of information known about U.S. history and what other questions need to be asked to deepen that understanding
3. your transcription of the interview creates a new primary source
4. your critical thinking skills that help you incorporate the personal history into larger topics in U.S. history broadly defined
5. your oral communication skills demonstrated in a 5-minute presentation to your classmates on the day we discuss the topic relevant to your interview.

	Exemplary "A"	Competent "B to C"	Marginal "D and below"
Interviewee & Topic (relevant to interview and presentation)	Interviewee selected complimentary to topic under investigation. Credible primary source created through the process of conducting the oral interview.	Topic marginally relevant.	Topic not relevant to U.S. history. No signed "Informed Consent Form."
Content	Information relevant to U.S. History topic; Questions/Responses indicate understanding of topic; presentation conveys information about the topic to peers (not descriptive, but conveyed as part of whole	Little follow up to answers when potential existed to learn more.	No follow up when answers offered potential for more. Major omissions; inadequate context.
Evidence	Use of a primary source (oral interview) that you created. Interview used as basis for exploration of historic topic. Supplemental evidence drawn from credible primary &/or secondary sources.		
Analysis	Critical thinking evident: Questions in interview indicate thoughtful listening. Presentation not just recital of interview but uses interview as evidence of different perspective on larger historic topic.		
Organization	Transcription organization follows directions. Presentation arrangement of ideas accomplishes the following introduce topic, inform about the topic, conclude with a summary and statement of significance about the informant/topic		
Mechanics	No misspelled words. No grammatical mistakes. Formal English (no slang); except when language reflects informant's contribution.		

Life Long Learning

Lifelong learners have developed the necessary skills and insight to generalize learning in one arena to other areas of their lives, and effectively adapt to changing situations. This includes, but is not limited to,

- Applying skills and knowledge in ever-changing environments
- Engaging in self-directed learning
- Critically analyzing and evaluating new information in personal and professional settings

Activities that promote such learning include case studies, projects, debates and other types of authentic assessments. To teach and assess this learning faculty should encourage students to reflect upon and apply course content to their lives. Below is an example of one such activity.

"Assessing Students' Skill in Applying What They Have Learned"

In their book, *Classroom Assessment Techniques,* Angelo and Cross, provide an example of how a psychology professor assessed his students' application of learning from his Introduction to Psychology course. This strategy can be adapted for various disciplines.

After completing a unit on "human learning," the professor asked the students to answer the following:

> "Have you tried to apply anything you learned in this unit on human learning to your own life? If yes, please give as many specific, detailed examples of your application as possible. If no, please explain why you have not tried applying anything you used in this unit."

Students were asked to write their answers anonymously on a card the professor provided. The students were offered extra credit points to complete this assessment and submit their answers at the beginning of the following class session. A student volunteer collected the cards and marked off the names of the students who submitted answers to ensure the awarding of the extra credit points.

About 2/3 of the students reported applying knowledge from the unit to their own lives. They provided specific examples of this. The remaining 1/3 of the students who had not applied the material to their lives reported they had never been asked to do so, and had not thought about it this time. Several indicated the instructor had not assigned this when teaching the unit.

The professor led a discussion, asking those who had applied the course content to share their examples. Even those who had not applied this knowledge were able to contribute to the discussion and generate other ideas. Based on this experience, the professor was more intentional about asking for application of the learning in other units. He found this led to greater class participation and an improvement in students' ability to apply course material to their lives.

Service-Learning

Student Community Service
Eastern Illinois University

What is Service-Learning?

Service-Learning components have been defined by AAC&U (2011) as experiences that "give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community." Service learning is a tool to help instill in students that "giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life."

Service-learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities. This is a structured learning experience (Seifers & Connors, 2007) Service-learning gives students real-world learning experiences that enhance their academic learning while providing a tangible benefit for the community. Service-learning can be used to increase the citizenship skills of participants of any age or background.

To learn more about options for service-learning for your course, please contact the Student Community Service (SCS) office at 217-581-3967 or email volunteer@eiu.edu. With over 60 different community partners and various other resources, the SCS office is your first stop for planning an enriching service experience.

Service-Learning Overview Resources

A great overview resource with examples for faculty is the Faculty Toolkit for Service-Learning in Higher Education as included in the National Service-Learning Clearinghouse in 2007. The weblink is: https://www.nationalserviceresources.gov/online-library/items/r3531. Please be advised that much of the preliminary planning and partnership work with agencies can be completed by the SCS office.

The following site has syllabi examples listed by disciplinary areas. On the Campus Compact website, "service-learning" is a discipline, and there are examples of syllabi for general and capstone service-learning courses. Campus Compact: http://www.compact.org/category/syllabi/

Statistics

Multiple studies have been conducted on the impacts of service-learning. It affects both academics and personal growth of students involved. Service-learning also has positive impacts on faculty members. According to a study led by Vanderbilt University (Eyler, Giles, Stenson, and Gray, 1-10), there are many effects of service-learning on students:

- Service-learning has a positive effect on student personal development such as sense of personal efficacy, personal identity, spiritual growth, and moral development.
- Service-learning has a positive effect on interpersonal development and the ability to work well with others, leadership, and communication skills.
- Service-learning has a positive effect on reducing stereotypes and facilitating cultural and racial understanding.
- Service-learning may subvert as well as support course goals of reducing stereotyped thinking and facilitating cultural and racial understanding.
- Service-learning has a positive effect on sense of social responsibility and citizenship skills.
- Service-learning has a positive effect on commitment to service.
- Volunteer service in college is associated with involvement in community service after graduation.

As we urge you to consider implementing service-learning projects into your curriculum, know that the benefits are not only for your students, but for you as well:

- Faculty using service-learning report satisfaction with quality of student learning.
- Faculty using service-learning encourage interactive teaching methods and reciprocal learning between students and faculty.
- Faculty using service-learning add new insights and dimensions to class discussions.
- Faculty using service-learning lead to new avenues for research and publication.
- Faculty using service-learning promote students' active learning; engage students with different learning styles.

Options and Examples

Projects for service-learning come in all shapes and sizes. The Student Community Service office at Eastern Illinois University has often worked alongside faculty members to cultivate successful service-learning projects. Projects can be developed for certain populations, such as:

- Children/youth
- Disabled
- Elderly
- English as a second language
- International
- Low income

Options and Examples

Service projects can also be developed based on certain issues, such as:

- Diversity
- Education
- Environmental issues
- Health and safety
- Hunger and/or homelessness
- Religious issues
- Youth issues

A few examples of service-learning projects are listed below. Many of these have been completed or inspired by various EIU classes. This is not an exhaustive list but merely a sampling to help highlight the variety of needs and resources in our community.

- In an engineering design course, students design and build mechanical devices to assist people with physical, developmental or learning disabilities.
- Computer science student projects develop databases or websites for local non-profit agencies.
- As part of a biochemistry course, students conduct seminars for teens on the effects of substance abuse on the body.
- Anthropology students are encouraged to volunteer in elderly support organizations providing the students opportunities to explore the applications of course content to real world events.
- Accounting students work with neighborhood advisory boards developing and leading workshops for residents of low-income areas on household finances, budgeting, etc.
- Environmental Science students conduct an energy survey and make recommendations for energy savings in businesses, homes and schools.
- Business and sociology majors work with local food pantry to help improve efficiency for food pantry and clients.
- History students publish a local cultural journal that reports on unique community aspects.
- Education majors coordinate and execute various afterschool programs in the area with various curriculum focuses.
- Political Science students work with grass roots senior citizen’s groups to lobby for legislation that better meets older people’s needs. Grass roots organizing techniques are stressed.

Conclusion

By incorporating meaningful service initiatives into your curriculum, students can expand their knowledge in a variety of high impact ways. This includes learning about pertinent social justice issues facing their community, grow their problem solving and critical thinking abilities, develop socially and ethically, and discover their active place and responsibility as civic leaders in the world. In line with EIU's core values, the Student Community Service office believes that students should stand in partnership with their surrounding communities, locally, nationally, and globally to help solve pressing social issues.

Resources from Above Material:

Association of American Colleges & Universities. (2011). High-impact educational practices. Retrieved from http://www.aacu.org/leap.hip.cfm

Eyler, J. & Giles, D.E. (1999). Where's the Learning in Service-Learning? San Francisco: Jossey-Bass.

Seifer SD and Connors K., EDs. Community Campus Partnerships for Health. Faculty Toolkit for Service-Learning in Higher Education. Scotts Valley, CA: National Service-Learning Clearinghouse, 2007. https://www.nationalserviceresources.gov/online-library/items/r3531

Additional Resources:

Community-Campus Partnerships for Health (CCPH) - http://depts.washington.edu/ccph/servicelearningres.html
CCPH is a nonprofit organization that promotes health (broadly defined) through partnerships between communities and higher education institutions. Their service-learning resources include a faculty toolkit, syllabus revision procedures, methods and strategies for assessing students, community partners and faculty.

Campus Compact – www.compact.org
Campus Compact supports the practice of service-learning in higher education. Get resources, including syllabi from service-learning courses in various disciplines and information on how to apply for grants and funding.

Campus Compact – Reflection Ideas - http://www.compact.org/disciplines/reflection/
The purpose of this site is to provide guidance to educators on using structured reflection to enhance the learning from service experiences.

International Partnership for Service Learning-www.ipsl.org
The International Partnership for Service Learning offers programs for students to study abroad and perform community service in an international setting.

Learn and Serve America: www.learnandserve.gov
Learn and Serve America is a national service grant program that funds service-learning programs in the United States. Learn about the projects they support and how to apply for a grant

National Service Learning Clearinghouse – www.servicelearning.org
The National Service Learning Clearinghouse gathers and disseminates information on service-learning. Resources include self-assessment for service-learning and recent dissertations on service and service-learning.

Service Learning Partnership – www.servicelearningpartnership.org
The Service Learning Partnership is a national network of members dedicated to advancing service-learning as a core part of every young person's education. This site contains service learning tools, resources, best practices, and a national network of service learning supporters.

Co-Curriculum

Student Development Outcomes for Students, Families, and the University

Eastern Illinois University's mission statement: Eastern Illinois University is a public comprehensive university that offers superior, accessible undergraduate and graduate education. Students learn the methods and results of free and rigorous inquiry in the arts, humanities, sciences, and professions, guided by a faculty known for its excellence in teaching, research, creative activity, and service. The University community is committed to diversity and inclusion and fosters opportunities for student-faculty scholarship and applied learning experiences within a student-centered campus culture. Throughout their education, students refine their abilities to reason and to communicate clearly so as to become responsible citizens and leaders.

The above mission statement is the driving force behind everything Eastern does to prepare its students academically, socially, culturally, and personally. In order to clarify the outcomes we seek to see from our students the following goals and objectives have been crafted to communicate to students, their families, faculty, staff, and the people of Illinois, what we seek to bring forth and nurture in our students both in and out of the classroom. The following goals and objectives for students outline our idea of a successful Eastern Illinois University graduate and offer ideas for families to partner with the University to achieve this end.

Student Development Goal: To foster student learning and development by supporting students in their academic, personal, and social growth.
Student Objectives: As they negotiate their transition to college and throughout their college experience, Eastern Illinois University students will strive to meet the following outcomes.

Responsibility and Accountability

- § Take responsibility for their own learning
- § Meet academic and behavioral expectations and commitments set forth by the University
- § Make appropriate decisions regarding behavior
- § Recognize and accept consequences of their actions
- § Appropriately determine when to act alone and when to work or consult with others

Establishment of Academic and Personal Goals

- § Demonstrate effective planning, time management, and purposeful behavior
- § Initiate action and effectively engage others to enhance outcomes
- § Maintain sufficient motivation and energy to achieve goals
- § Employ talents and skills to contribute to the betterment of society

Awareness of Self

- § Maintain positive outlook
- § Expect the best from self and others
- § Accurately assess and articulate personal strengths and weaknesses
- § Accept constructive criticism and actively seek self-improvement
- § Learn and recover from disappointment or bad experience and continue to succeed
- § Recognize advantages of moving outside existing "comfort zone"

Appreciation of Differences

- § Appreciate the importance of diversity and conveys this value to others
- § Understand and respects the values and beliefs of others
- § Seek out others with different backgrounds and/or perspectives to enhance knowledge and personal growth
- § Work effectively with others, despite differences; can respectfully discuss differences with others
- § Demonstrate ability to help others adapt to new situations

Tolerance of Ambiguity

- § Demonstrate intellectual and emotional ability to perform in complicated environments
- §·Can function under conditions of uncertainty

Each academic program and service unit at Eastern has also established goals and objectives that support and contribute to this mission statement. Most of the academic objectives are available at www.eiu.edu/~assess under each college and department.

Family Objectives: Throughout a student's college experience, parents and other family members may contribute to his/her student's success by:

§ Learning about the unique challenges and opportunities facing today's college students, including the academic and non-academic expectations for students at the college level

§ Understanding what student support services are available to the students and encouraging students to seek support and assistance independently

§ Supporting Eastern Illinois University's goals for student growth and development during the college years

- Encourage student to set and achieve personal goals and make responsible decisions related to academics, career planning, social interactions, and community engagement
- Understand and support the University's commitment to academic excellence and integrity, ethical behavior, diversity, and civility
- Empower student to examine personal values; encourage student to learn about and respect the values and beliefs of others
- Challenge student to seek new experiences for personal and professional growth
- Support student as she/he faces conditions of uncertainty and learns to perform in complicated environments and challenging situations
- Allow student to accept consequences of her/his actions and accept responsibility for personal errors; urge student to examine disappointments and unexpected experiences in order to assess what caused them, what can be done about them, and how to avoid them in the future

§ Knowing when to step in to help their student and when to empower their student to take responsibility

- Understand the role parents play as mentors to their student
- Know and understand limitations to access of student records as delineated by federal requirements outlined in FERPA and HIPPA
- Promote self-advocacy by encouraging student to identify problems and work toward solutions independently
- Be alert to signs that the student is under significant stress, is taking unhealthy risks, or is ill; discuss concerns openly with student and assist student in developing a plan to address the problem
- Contact appropriate campus or community authorities if a student's physical or mental health is endangered

§ Developing an affinity for Eastern Illinois University

- Understand that parents are part of the University community as prime supporters of their students
- Participate in campus events; support and encourage all students as they learn, perform, lead, or serve through campus and community activities
- Assist other parents in understanding the student experience
- Promote goodwill on behalf of higher education at the state and federal level

Classroom & University Assessment

Classroom Assessment

The C3 Framework Teaching-Learning Inquiry Arc with its four Dimensions emphasizes four performance areas:

1. Developing Questions and Planning Inquiries
2. Applying Disciplinary Tools/Concepts
3 Evaluating Sources and Using Evidence
4 Communicating Conclusions and Taking Informed Action

Each dimension flows into the next – envision an arc - moving from one to the next and potentially back and forth. The C3 conversation has addressed the question of "What does the arc mean for testing?" with the following conclusion: Testing or other direct measures should assess performance capabilities:

questioning
planning inquiries (to address questions)
applying disciplinary tools and concepts
using evidence
evaluating sources
communicating understandings
taking action

Assessment techniques useful to accomplish this can include:

- Formative Evaluation
  - Pre-Instruction
- Qualitative Data
  - Collected and then shared and analyzed by the group.
- Summative Evaluation:
  - Post-Instruction
- Self-Assessment
- Peer Review
- Self-scorable worksheets

Each of these ideas can be implemented at the classroom level, too, and be done in ways that promote learning. Be aware of the quality of the data you collect, but take steps to refine the delivery of the knowledge and skills relevant to the course based on the assessment results.

Guidance exists in the form of Angelo and Cross's *Classroom Assessment Techniques: A Handbook for College Teachers*. It is an excellent resource for faculty who want to provide students which assignments tied to teaching goals, and thus the evaluation of their work indicates the level of their knowledge and skills acquisition. The book provides 50 Classroom Assessment Techniques (CATs) to choose from (the list appears in Table 6.1, Angelo and Cross, *Classroom Assessment Techniques,* 109).

Some CATs fit the Citizenship Learning goal better than others, i.e. "Everyday Ethical Dilemmas" (no. 4) or "Human Tableau or Class Modeling" (no. 26), but all of the CATs can be adapted to fit assignments that further diversity, ethics, civics or transferable skills. In fact, Table 6.2 identifies CATs that work well with subjects such as Biology, Economics, History, and Psychology, but also with programs such as African-American, Asian-American and Women's Studies (Angelo and Cross, *Classroom Assessment Techniques,* 110-114).

The following indicates the potential for using strategies explained in this book to improve student learning by providing regular feedback, and to learn about the quality of the instruction at the same time. Selected activities include:

A. Applications Cards (p.236)
The Applications Cards is a versatile technique that assists in building the bridge between theoretical course concepts and real-world application. After students learn each course topic, the Applications Cards activity will help them generalize the information they have learned into other areas of the world.

B. Double-Entry Journals (p.263)
The Double-Entry Journals technique is a two-part activity that facilitates a dialogue between the student and his or her course texts and readings. Part 1 consists of identification of main ideas and arguments that the student finds meaningful. Part 2 consists of the student's reasoning and personal significance. This activity promotes value integration and improved comprehension skills.

C. Everyday Ethical Dilemmas (p.271)
The Everyday Ethical Dilemmas technique is provides a foundation for students to practice ethical reasoning skills by exposing them to realistic, course-related problems. Students anonymously choose a position and offer solutions. After the anonymous responses are collected, a safe, nonjudgmental classroom discussion will follow. The goal of the activity is to prepare students to face similar problems in real-world settings by helping them understand different perspectives and build respectful leadership skills.

University-Wide (Student Body) assessment:

The Responsible Citizenship learning goal has been assessed for several years through a faculty-developed survey that is given to incoming freshmen at orientation and to seniors as part of their senior seminar course and through the National Survey of Student Engagement. The data has indicated decreased engagement with the concepts of this goal from freshman to senior year. These new goals have been written to encourage more adoption on the part of departments in their major assessment and to clarify this goal for adoption in general education courses. The responsible citizenship goals could be adopted by all majors as departments look at citizenship, diversity, ethics, and lifelong learning in their field and students' future careers.

For the most recent results of university assessment of Responsible Citizenship goals, see: Center for Academic Support and Assessment: http://www.eiu.edu/casa/

NSSE

Watson-Glaser

Freshman-Senior Surveys – Revised and incorporated for the first time into University Assessment Reports (Fall 2013). The Global (Senior) Survey Instrument, Data and Reports are available at: http://www.eiu.edu/~assess/globaldata.php. In light of the revised goal, this survey will need updating.

Bibliography

Responsible Citizenship

Overview

Bok, Derek. (2008). *Our Underachieving Colleges: A Candid at How Much Students Learn and Why They Should Be Learning More*. Princeton, New Jersey: Princeton University Press.

Bok's book focuses on all aspects of student learning in higher education. Chapter 6 discusses the role that campuses should take in mentoring students during the critical stages of character building. Chapter 7 focuses on citizenship. Bok advocates for expanded civic learning in the social sciences, expanded political and civic components to service learning, and expanded student involvement in student government. He calls for a deliberate focus on American government, political philosophy, economics, and international relations. Chapter 8 focuses on living with diversity. Bok urges campuses to be more proactive in facilitating intercultural experiences within and beyond the classroom to counter a propensity to self-segregate and thus reinforce existing believes about others.

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (2013). Silver Spring, Maryland: National Council for Social Studies. *http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf*

C3 highlights the collaborative nature of citizenship education. It does not privilege history but compares the ways that four disciplines in four dimensions: 1) developing questions and planning inquiries; 2) discussion tools and concepts; 3) evaluating sources & evidence; 4) communicating conclusions & taking informed action. It advocates an "inquiry-arc" through which students share in K-16 preparation for taking civic action. It advocates for shared responsibility between Social Studies (and sciences) and English Language Arts within the Common Core, but with an awareness of the knowledge and skills that indicate the critical role of social sciences to life, and that counter the marginalization of Social Studies.

Learning for a Sustainable Future (Canada Non-Governmental Organization) http://www.lsf-lst.ca/

This NGO developed in the 1980s to emphasize the potential to address environmental issues in K-12 education. Published curriculum materials address environmental issues (i.e. "Teaching Geography through a Sustainability Lens").

Sustainability Curriculum in Higher Education: A Call to Action. (2010). Denver, Col.: Association for the Advancement of Sustainability in Higher Education. http://www.aashe.org/files/A_Call_to_Action_final%282%29.pdf

Teaching and Learning for a Sustainable Future (UNESCO) http://www.unesco.org/education/tlsf/mods/theme_gs.html

A UNESCO program developed for the United Nations Decade of Education for Sustainable Development (2005-2014). It is a multimedia teacher education program (100 hours, 27 modules) that supports professional development of both pre-service and in-service teachers, but also curriculum developers.

Diversity

Association of American Colleges &Universities. http://www.aacu.org/
Diversity and Inclusive Excellence. http://www.aacu.org/resources/diversity/index.cfm

College Learning for the New Global Century: A Report from the National Leadership Council for Liberal Education and America's Promise (2007)
http://www.aacu.org/leap/documents/GlobalCentury_final.pdf

Diversity & Democracy (selected issues of the AAC&U journal)

Bringle, Robert G., Clayton, Patti H., and Plater, William M. *Assessing Diversity, Global, and Civic Learning: A Means to Change in Higher Education* (special issue of *Diversity & Democracy*) vol.16, no. 3 (Summer 2013).

This report addresses the challenges associated with assessing student knowledge, skills, and attitudes about diversity given the variables of community and campus climate, but the authors emphasize the potential as they suggest questions that faculty and administrators should ask as part of the process to improve assessment and to use that assessment to transform the institution. These questions include:

- Is the assessment based on self-reports of learning or direct, authentic evidence of learning?
- Is the assessment both practical and meaningful?
- Do the assessment procedures support multiple levels of analysis, and what is distinctive at each level?
- Is the assessment theoretically grounded and generalizable to other contexts?
- Whose voices and perspectives are included in the assessment process?
- Does the assessment approach align with the nature of the learning process?
- Does the assessment process integrate all relevant learning contexts?

Campbell, Kathryn Peltier, ed. *Collaborating for Civic Learning: Student and Academic Affairs* (special issue of *Diversity & Democracy*) vol. 16, no. 3 (Fall 2013)

This issue of *Diversity & Democracy* emphasizes the shared responsibility between student and academic affairs offices that must exist for campuses to sustain civic education.

Campbell, Kathryn Peltier, ed. *Global Learning and Scientific Literacy at the Crossroads* (special issue of *Diversity & Democracy*) vol. 14, no. 2 (Spring 2011).

This issue of *Diversity & Democracy* focuses on examples of instruction in and beyond the classroom where global learning provides a frame for scientific thinking and science forms the basis of global understanding. It includes examples of modifying AAC&U Value Rubrics to create a tool to assess STEM education in the context of a global lesson.

Meacham, Jack. *Teaching Diversity and Democracy across the Disciplines: Who, What, and How* (special issue of *Diversity & Democracy*, vol. 12, no. 3 (Fall 2009).

Case studies in this issue of *Diversity & Democracy* indicate how faculty in all disciplines can incorporate content or perspectives on their subject that help students recognize controversy in today's complex world.

American Historical Association, History Discipline Core. http://www.historians.org/tuning

The AHA (with funding from Lumina) launched the "Tuning" project, a discussion of the learning objectives that history faculty should emphasize in their courses. The study resulted from a sense that historical thinking has not remained integral to K-12 or higher education. It has lost ground in name recognition, when compared to STEM or STEAM initiatives, and has been subsumed under Language Arts instruction as codified through Common Core adoption in many states. This website includes the "History Discipline Core" and ideas about how to implement any one or many of the Core knowledge and skills.

Making Excellence Inclusive, a part of LEAP (Liberal Education and America's Promise, and initiative of the AAC&U).

Faculty, staff and administrators in Eastern's College of Arts & Humanities began discussing implementation of Making Excellence Inclusive in 2012. The effort recognizes diversity, but seeks to transcend divisions by ensuring that all students regardless of individual differences (broadly defined) have access to and opportunities to participate in the learning community.

McTighe Musil, Caryn. (2006). *Assessing Global Learning: Matching Good Intentions with Good Practice*. Washington, D.C.: Association of American Colleges & Universities. http://www.aacu.org/SharedFutures/documents/Global_Learning.pdf

This study emphasized the process of expanding general education global citizenship requirements into university learning goals and departmental majors.

Clayton-Pedersen, Alma R., Parker, Sharon, Smith, Daryl G., Moreno, José F., and Teraguchi, Daniel H. (2007) *Making a Real Difference with Diversity: A Guide to Institutional Change*. Washington, D.C.: Association of American Colleges & Universities.

The authors defined diversity as "the numerical and proportional racial/ethnic composition of an organization's members" (Milem, Dey, and White 2004), including faculty, staff and students, administrators and trustees. The authors devised a system by which campuses could evaluate their diversity, and plan for increasing diversity (Campus Diversity Evaluation Project Institutionalization Rubric), modified into the Global Learning Inventory Framework—A Smart Grid for Global Learning: http://www.aacu.org/SharedFutures/documents/GlobalLearningInventoryTemplate.pdf The Global Learning Inventory Framework itemizes the five dimensions of global learning: knowledge building, social responsibility, intercultural competencies, experiential engagement, and human capital, in relation to five domains of campus culture: mission, leadership and advocacy; curriculum; student life and campus culture; community based experiences; and faculty and staff development.

Sidanius, Jim; Levin, Shana; van Laar, Colette; and Sears, David O. *The Diversity Challenge: Social Identity and Intergroup Relations on the College Campus*. New York: Russell Sage Foundation, 2008.

The authors analyze longitudinal data from studies at the University of California-Los Angeles. They document positive outcomes from structured experiences with diversity on campus, but more troubling, they document the ways that roommates, involvement in ethnic organizations, and friends can reinforce and perpetuate attitudes contrary to most

diversity goals. To be successful, diversity education often requires changes beyond the classroom.

Shared Futures: Global Learning and Social Responsibility (special issue of *Diversity Digest)* vol. 8, No. 3, (2005). *Website: http://www.aacu.org/SharedFutures/index.cfm*

Ethics & Ethical Issues in Teaching and Academic Life

Association of American Educators - http://aaeteachers.org/index.php/about-us/aae-code-of-ethics

The AAE Executive Committee and Advisory Board devised this Code of Ethics for Educators. It contains four basic principles relating to the rights of students and educators.

Bruce, M. (2007). *The Academic Citizen*. New York: Routledge.

The authors of the book coined the phrase academic citizenship and define it in relation to the university academic environment. They use the term as a synonym to academic integrity. The book defines academic citizenship, to refer to a code of ethics and behavior expected of a student. Defining practices include academic honesty, responsible attendance of classes, and observation of the princi0ple of discipline as set out by the institution (p.113).

Center for Advancement of Ethics and Character. (2002) Boston University. www.nais.org

This list of 100 Ways to Promote Character Education, from the Center for the Advancement of Ethics and Character, Boston University, compiled by numerous teachers and administrators. It is very useful as part of a daily routine involving oral language exercises or quotes to read and discuss with your class.

Chartered Institute of Library and Information Professionals (CILIP) - http://www.cilip.org.uk/cilip/about/ethics#sthash.p7sX0Io3.dpuf

The Principles and Code provide a framework to help library, information and knowledge professionals who are members of CILIP manage the responsibilities and sensitivities of their work in line with the values of the profession.

Elder, Paul Richard and Elder, Linda (2006) *The Thinker's Guide to Understanding the Foundations of Ethical Reasoning, Based on Critical Thinking Concepts and Tools*. Tomales, Cal.: Foundation for Critical Thinking Press.

The authors identify the elements of ethical reasoning, the flaws that can occur, and ways to address those flaws. It also addresses the intellectual standards necessary to assess ethical reasoning.

Health Education Code of Ethics – NCHEC - http://www.nchec.org/credentialing/ethics/

The health education profession is dedicated to excellence in the practice of promoting individual, family, organizational and community health. The Code of Ethics provides a basis of shared values that health education is practiced. The responsibility of all health educators is to aspire to the highest possible standards of conduct and to encourage the ethical behavior of all those with whom they work.

Dey, Eric L., Antonaros, Mary, Ott, Molly C., Barnhardt, Cassie L., and Holsapple, Matthew A. (2010). *Developing a Moral Compass: What Is the Campus Climate for Ethics and Academic Integrity?* Washington, D.C.: Association of American Colleges & Universities.

Hering, M. Y. (1988). *Ethics and the professor: An annotated bibliography, 1970-1985*. New York: Garland.

This bibliography consists of nearly 2000 books compiled to address the editor's concern with "learned ignorance" about ethical decision-making. The bibliography is divided into six broad areas. The area of professional ethics contains the largest number of titles, covering topics such as academic freedom, private values and public learning, and the need for basic value models in education. This work also reveals the paucity of material on the more narrow topic of the ethics of teaching.

Institute of Business Ethics for Accountants (IESBA) - http://www.ibe.org.uk/index.asp?upid=57&msid=11

This website provides an overview of how organizations can embed ethical values, namely through an ethics policy and program, along with actions that support a corporate ethical culture.

Kitchener, K.S. (1986). "Teaching applied ethics in counselor education: An integration of psychological processes and philosophical analysis." *Journal of Counseling and Development*, 64, 306-310.

An article describing goals in the counselor education curriculum that include making ethical judgments and actions, as well as tolerating ambiguity in ethical decision-making.

Knapp, S., & VandeCreek, L. (2006). *Practical ethics for psychologists: A positive approach*. Washington, DC: American Psychological Association

A book that stresses the importance of positive ethics by applying ethical principles to dilemmas. The book describes this in a way that makes psychologists active ethical problem-solvers, rather than teaching them not to break rules.

Lau, L., Caracciolo, B., Roddenberry, S. & Scroggins, A. (2012). "College Students' Perception of Ethics". *Journal of Academics and Business Ethics*, 5(1): 1-13

This study paper was written to give study findings of a research conducted among college students to determine the perceptions of ethics. The study analyzed the influence of technology, the perceived importance of values, ethical campus environment, attitudes towards cheating and influence of education and instructors on student ethics development. Technology, campuses environment, faculty instructions were rated by students as useful in shaping ethics. However, students do not perceive the necessity to report academic dishonesty.

Markula Center for Applied Ethics, Santa Clara University (www.scu.edu/ethics)

This center provides a great resource by offering a variety of items related to ethical reasoning including dozens of case studies on the following topics: bioethics, business,

campus, character education, government, internet, environment, global, immigration, legal, media, and technology ethics. The web site also offers ways to analyze case studies and articles related to all these topics, including teaching ethics. The Markkula Center for Applied Ethics is the world's leading proponent for practical ethics in personal and professional life. In dialogue with Silicon Valley and global society, the Center conducts research and inquiry into important ethical questions, and provides useful resources to promote ethics in everyday life and equip individuals and institutions to act with integrity.

Poynter Center for the Study of Ethics and American Institutions - http://poynter.indiana.edu/

The Poynter Center is an endowed ethics research center at Indiana University Bloomington. The Poynter Center is dedicated to studying a broad range of ethical issues in American public life. Interdisciplinary in aim, the center uses the full resources of Indiana University to initiate research and teaching across traditional academic boundaries.

Rogers, M.R., Ingraham, C.L., Bursztyn, A., Cajigas-Segredo, N., Esquivel, G., Hess, R., Nahari, S.G., & Lopez, E. (1999). "Providing psychological services to radically, ethnically, culturally, and linguistically diverse individuals in the schools: Recommendations for practice." *School Psychology International*, 20, 243-264.

An article combining some existing knowledge about working with diverse populations with recommendations for practice. Specific practices are outlined and described to further help the psychologist in the school setting in dealing with diverse populations.

Teaching Tolerance - http://www.tolerance.org/

A place for educators to find thought-provoking news, conversation and support for those who care about diversity, equal opportunity and respect for differences in schools

Tiatorio, A. (1999). *Ethics in Education Workbook*. Retrieved Sept. 30, 2004, from http://www.ethicsineducation.com/

This website offers a workbook in ethics education. An interesting site set up for secondary history educators with free on-line workbooks, and a very thorough history of ethics. This is written by a teacher for teachers.

USC Levan Institute Ethics Resource Center - http://dornsife.usc.edu/teaching-ethics/

This site includes:
• Ethics Toobbox
• Suggestions for incorporating lessons on ethics into university course lesson plans
• Multi-Leveled Lesson Plans
• Ethics Podcasts, Newsletters, & Video Resources
• General Teaching Tips Applicable to Teaching Ethics
• Tips on Dealing with Difficult Classroom Situations

Willard, N.E. (2007). *Cyberbullying and cyberthreats*. Champaign, IL: Research Press.

Cyberbullying and cyberthreats, some of the most challenging issues facing educators in an era dominated by technology, are reviewed and discussed. Comprehensive definitions and insight are provided in this book geared toward parents, teachers, and anyone involved in working with children.

Active Website Links - Non-annotated:

Belmont Report: http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html

Character Counts: http://www.charactercounts.org/

Character Education: http://midgefrazel.net/character.html

EIU Institutional Review Board: http://www.eiu.edu/~grants/COMP_IRB_FAQ.php

Ethics in Education: http://www.ethicsineducation.com/

Goodcharacter.com: http://www.goodcharacter.com/

National Character Education Center: http://www.ethicsusa.com/

The Character Education Partnership: http://www.character.org/

The Josephson Institute of Ethics: http://www.josephsoninstitute.org/

Society for Teaching and Learning in Higher Education: http://www.tss.uoguelph.ca/stlhe/ethics.htm

Civics

American Political Science Association www.apsanet.org

This professional association for Political Scientists offers assessment models, syllabi, and other links regarding citizenship and civic education. Key links include their civic education resources (https://www.apsanet.org/content_4899.cfm?navID=568) and their Committee on Civic Education and Engagement (https://www.apsanet.org/content_2461.cfm).

Annenberg Public Policy Center of the University of Pennsylvania
www.annenbergpublicpolicycenter.org

This research center focuses on communications in public policies. Several resources are available here, useful across many disciplines, including: 1) www.factcheck.org which investigates political actors' accuracy, 2) www.flackcheck.org which focuses on political literacy, with a fascinating project on whether Lincoln would be elected today, and 3) www.annenbergclassroom.org which offers an online civics education program

Association of American Colleges & Universities. (2012). *A Crucible Moment: College Learning and Democracy's Future; The National Taskforce on Civic Learning and Democratic Engagement.* Washington, D.C.: Association of American Colleges & Universities. http://www.aacu.org/civic_learning/crucible/documents/crucible_508f.pdf

This report offers an explanation and defense of the value of civic education in the United States. The authors advocate for reclaiming a civic and democratic mission in higher education, through deliberative dialogue, service learning, and collective civic problem solving. Drawing across various disciplines, the report offers templates for how institutions and programs can adopt or expand civic literacy goals. A rich reference list is available, as well as links to other organizations dedicated to civic learning

Campus Compact www.compact.org

This organization is dedicated civic education in higher education. The website offers resources for faculty, campus leaders, and students, including syllabi, activities, and models for service-learning programs.

McCartney, Alison Rios Millett. (2013). "Teaching Civic Engagement: Debates, Definitions, Benefits, and Challenges," in *Teaching Civic Engagement: From Student to Active Citizen*. Eds. Alison Rios Millett McCartney, Elizabeth Bennion and Dick Simpson. Washington, D.C.: American Political Science Association.

This edited book includes 27 chapters focusing on expanding civic engagement in Political Science, but the ideas could easily be applied to other disciplines. The text focuses on integrated civic engagement inside and outside the classroom, as well as assessment activities. The book's website (http://community.apsanet.org/TeachingCivicEngagement/Home/) offers samples of syllabi, class activities, and assessment tools.

PEW Research, Center for People & The Press www.people-press.org

PEW provides a balanced, thorough analysis of pressing public policy issues, public opinion analysis, and other political information. The website is very accessible and user-friendly to undergraduates, and includes tools such as 1) The News IQ Quiz (http://www.pewresearch.org/quiz/the-news-iq-quiz/) which evaluates how well you follow national and international news, 2) The Political Party Quiz (http://www.people-press.org/political-party-quiz/) for determining your party identification, and 3) The PEW Political Typology quiz (http://www.people-press.org/typology/) identifying your political ideology.

Bibliography of Scholarly Work on Civics:

American Association of Colleges & Universities. 2009. *Civic Responsibility: What Is the Campus Climate for Learning?* Washington, DC: AAC&U.

Arthur, James, Ian Davis and Carole Hahn, eds. 2008. *Education for Citizenship and Democracy*. London: Sage.

Boyd, Karen D. and Sarah Brackmann. 2012."Promoting Civic Engagement to Educate Institutionally for Personal and Social Responsibility." *New Directions for Student Services* 139(Fall): 39-50.

Colby, Anne, Thomas Ehrlich, Elizabeth Beaumont and Jason Stephens. 2003. *Educating Citizens: Preparing America's Graduates for Lives of Moral and Civic Responsibility*. San Francisco, CA: Jossey-Bass.

Deakin-Crick, R. E. 2005. “Citizenship Education and the Provision of Schooling.” *International Journal of Citizenship Teacher Education* 2(1): 60 - 75

Downs, Donald. 2012. “Civic Education versus Civic Engagement.” *Academic Questions* 25(3): 343-347.

Hatcher, Julie A. 2011. “Assessing Civic Knowledge and Engagement.” *New Directions for Institutional Research* 149: 81-92.

Hovland, Kevin. 2005. “Share Futures: Global Learning and Social Responsibility.” *Diversity Digest* 8(3): 1, 16-17.

Kennedy, J.K. 2006. “Towards a Conceptual Framework for Understanding Active and Passive Citizenship.” Unpublished manuscript, quoted in Nelson, J. and D. Kerr, *Active Citizenship in INCA Countries: Definitions, Policies, Practices and Outcomes: Final Report*. London: qualification and Curriculum Authority.

Knefelkamp, L. 2008. “Civic Identity: Locating Self in Community.” *Diversity and Democracy: Civic Learning for Shared Futures* 11(2), 1–3.

Lorenzini, Michael. 2013. “From Global Knowledge to Global Civic Engagement.” *Journal of Political Science Education* 9(4): 417-435.

Munck, Ronaldo. 2010. “Civic Engagement and Global Citizenship in a University Context: Core Business or Desirable Add-on?” *Arts & Humanities in Higher Education* 9(1): 31-41.

Musil, Caryn McTighe. 2006. *Assessing Global Learning: Matching Good Intentions with Good Practice.* Washington, DC: Association of American Colleges and Universities.

Musil, Caryn McTighe. 2006. “Educating Students for Personal and Social Responsibility The Civic Learning Spiral,” in *Civic Engagement in Higher Education: Concepts and Practices*. Ed. Barbara Jacob. San Francisco, CA: Jossey-Bass.

Patrick, J.J and T.S. Vontz. 2001. “Components of Education for Democratic Citizenship in the Preparation of Social Studies Teachers,” in *Civic learning in Teacher Education, Vol. 1*. Eds. J.J Patrick and R.S. Leming. Bloomington, IN: ERIC Clearing House for Social Studies. 18

Saltmarsh, J., M. Hartley and P. Clayton. 2009. *Democratic Engagement White Paper*. Boston: New England Resource Center for Higher Education.

Smith, Michael S., Rebecca s. Nowacek and Jeffrey L. Bernstein, eds. 2010. *Citizenship Across the Curriculum*. Bloomington, IN: Indiana University Press.

Spiezio, Kim E., Kerrie Q. Baker and Kathleen Boland. 2005. “General Education and Civic Engagement: An Empirical Analysis of Pedagogical Possibilities.” *JGE: The Journal of General Education* 54(4): 273-292.

Stanton, T., and Wagner, J. 2006. "Education for Democratic Citizenship: Renewing the Civic Mission of Graduate and Professional Education at Research Universities." Paper presented at the *Stanford Symposium on Civic Engagement and Graduate Education at Research Universities*.

Sullivan, W. 2000. "Institutional Identity and Social Responsibility in Higher Education." In T. Ehrlich (ed.), *Civic Responsibility and Higher Education*. Phoenix, Ariz.: Oryx Press.

Integrative Learning; Service Learning; Lifelong Learning

Andrea Chapdelaine, Ana Ruiz, Judith Warchal, Carole Wells. (2005). S*ervice-Learning Code of Ethics.* Bolton, Mass.: Anker Publication, Inc.

Campus Compact www.compact.org

This website offers resources for faculty, campus leaders, and students, including syllabi, activities, and models for service-learning programs.

Engaging Students and Faculty in Learning Through Service-Learning and Other Methods, vol. 21, No. 2 (2010), a special issue of the *Journal on Excellence in College Teaching.*

The issue includes an overview of the potential of service learning, and case studies of service learning in general education, business and language classes, and perspectives of students and faculty on the experiences.

Eyler, J. & Giles, D.E. (1999). *Where's the Learning in Service-Learning?* San Francisco: Jossey-Bass.

Terrel L. Rhodes and Ashley Finley. (2013). Using the VALUE Rubrics for Improvement of Learning and Authentic Assessment (Association of American Colleges & Universities)

This publication addresses key elements of, and questions frequently raised about, the development and use of the VALUE rubrics for assessment of student learning. It provides information about rubric-based assessment approaches—including validity, reliability, and rubric modification—and faculty training in the use of rubrics. Specific examples of how campuses are using the VALUE rubrics to improve student learning are also provided. Full case studies from twelve campuses are available online at www.aacu.org/value/casestudies.

Instructional Design & Assessment

Angelo, Thomas & Cross, K. Patricia. (1993). *Classroom Assessment Techniques,* 2nd ed. San Francisco: Jossey-Bass.

This publication provides a plethora of formative assessment techniques effective for most disciplines. The authors describe 50 strategies to improve student learning by providing students with regular feedback on their learning, as well as faculty knowledge on the quality of their instruction. Dozens of examples include everything from five-minute writes to semester-long projects. It is a must have for faculty interested in documenting the learning that occurs in their classrooms.

Association of American Colleges &Universities. http://www.aacu.org/

Value Rubrics. http://www.aacu.org/VALUE/rubrics/

The RC goal requires application of all other EIU Learning Goals, the value rubrics for writing, reading, information literacy, inquiry & analysis, oral communication, critical thinking, creative thinking, problem solving, and quantitative reasoning also all apply, but the following are most relevant to RC:

- Civic Engagement
- Ethical Reasoning
- Integrative Learning
- Intercultural Knowledge and Competence
- Foundation and Skills for Lifelong Learning
- Teamwork

CASA, Eastern's assessment page offers a variety of assessment tools used by our graduate and undergraduate programs for a myriad of topics: http://www.eiu.edu/assess/deptinstrmnts.php

Kanter, M., and Schneider, C. G. (2013). "Civic Learning and Engagement." *Change: The Magazine of Higher Learning*. Retrieved January 14, 2014 from: http://www.changemag.org/Archives/Back%20Issues/2013/January-February%202013/civic-learning-and-engagement-full.html

The authors argue that learners need to be informed and active participants in civic and democratic life. This aligns with the national goals of increasing student achievement, including closing achievement gaps and working towards President Obama's goal that by 2020, the U.S. will once again have the highest percentage of college graduates of any nation in the country. Summarizing *A Crucible Moment* (AAC&U) the authors provide a framework for engaging students in democratic action and civic responsibility.

McKeachie, W. J. (2002). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (11th ed.). Boston, MA: Houghton Mifflin Company.

This work is a resource for college-level instructors and offers helpful strategies to maximize learning in the every-day classroom setting. By combining instructional theory with practical solutions, the author provides insight into effective teaching methods. Instructors can study detailed framework of research-based learning modules, such as peer learning, which promotes active cooperation and team-building; problem-based learning, which supports healthy motivation and goal-setting through games and other achievement-related activities; and experiential learning, which encourages service and principle application through field work, internships, and research. The author also outlines other theoretical approaches, such as teaching the students to develop critical thinking skills through the integration of content and application; instilling student values through ethical modeling and rational decision-making; and promoting ethical growth by upholding scholarly standards, honesty, and respect.

Wiggins, Grant and McTighe Jay, (2005) *Understanding by Design*. Expanded 2nd ed. Pearson.

This edition proposes a multifaceted approach based on six "facets" of understanding and backward design. It proposes practical tools and strategies for designing curriculum, instruction, and assessments that lead to genuine understanding.

Stevens, Dannelle D. and Antonia J. Levi (2013). *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning* 2nd ed. Sterling, Virginia: Stylus Publishing, LLC.

This resource provides examples of rubrics that save grading time because students know the expectations ahead of time, and prepare assignments that measure up. Successful rubrics can result from faculty and students involvement in construction of the rubric. Students become stakeholders in their own learning, but also better informed about the reasoning behind emphasizing certain knowledge and skills over others. This can facilitate assessment in the context of one class, but also better retention and ultimately transference to other contexts.

U. S. Department of Education (2012). *Advancing civic learning and engagement in democracy: A road map and call to action.* Retrieved January 10, 2014 from http://www.ed.gov/sites/default/files/road-map-call-to-action.pdf

Civic learning and awareness are necessary educational components for students to effectively engage in today's society at local, national, and global levels. New initiatives in civic learning not only promote the traditional classroom knowledge, but also implement practice, such as volunteerism, entrepreneurship, cultural communication, professional ethics, and voter participation. Through these practices, students experience a natural boost in responsible citizenship while learning skills that modern-day employers seek. These skills are just as important as the skills learned in core curriculums.

Two primary challenges in the advancement of civic education were identified. First, it is important to ensure that these educational experiences are offered to all students, including minority students. Second, courses must be offered at a competency that provides true understanding of the material. The knowledge and discipline gleaned from these experiences more adequately prepare students to be competent citizens in a complex world with many diverse ideas.

The U.S. Department of Education supports the implementation of civic learning curriculums, democratic engagements, and practicum experiences through many different programs, such as the Federal Work-Study Program, Public Service Loan Forgiveness, and TRIO Programs. The Department offers a "Road Map" to advancing civic education. This Map outlines more advanced initiatives in civic education, such as promoting research, implementing and encouraging participation in community-based work-study placements, endorsing public service careers, and preparing students of all ages to use the skills they learn beyond the classroom.

Uchiyama, K.P., & Radin, J.L. (2009). "Curriculum mapping in higher education: A vehicle for collaboration." *Innovative Higher Education, 33*(4), 271-280.

This qualitative study makes the case for the implementation of curriculum mapping, a procedure that creates a visual representation of curriculum based on real time information, as a way to increase collaboration and collegiality in higher education.

Udelhofen, S. (2005). *Keys to curriculum mapping: Strategies and tools to make it work*. Thousand Oaks, Cal.: Sage Publications, Inc.

A workbook on curriculum mapping