

**Map of University Standards and Outcomes to Public Affairs Rubric**

	<b>Public Affairs Rubric Goals</b>	<b>Ethical Self-Awareness</b>	<b>Analysis of Knowledge and Public Affairs</b>	<b>Ethical Dilemmas and Recognition</b>	<b>Application of Ethical Perspectives/ Concepts</b>	<b>Civic Action and Reflection</b>	<b>Diversity of Communities and Cultures</b>	<b>Cultural Self-Awareness</b>	<b>Cultural Attitudes</b>	<b>Civic Identity and Commitment</b>
<b>UNIVERSITY STANDARDS</b>	<b>DESCRIPTIONS</b>									
<b>General Education Learning Outcomes for Public Affairs</b>										
<b>General Goal 12: Community Engagement</b>	Students will be able to recognize the importance of contributing their knowledge and experiences to their own communities and the broader society.									
<b>GE 12.1</b>	Identify the rights and responsibilities they have in their own communities and the broader society.									X
<b>GE 12.2</b>	Recognize the ways in which they can exercise their rights and responsibilities.									X
<b>GE 12.3</b>	Utilize knowledge from academic fields, making relevant connections to civic and political participation.		X							
<b>GE 12.4</b>	Recognize the needs of the communities to which they belong and understand how to address those needs.					X				
<b>General Goal 13: Cultural Competence</b>	Students will be able to recognize and consider multiple perspectives and cultures.									
<b>GE 13.1</b>	Examine and articulate perspectives and behaviors they acquire in their homes, schools, and communities.							X		
<b>GE 13.2</b>	Understand, critically examine, and articulate key similarities and differences between their own cultural practices and perspectives and those of other cultures, past and present.						X	X		
<b>GE 13.3</b>	Identify the importance and best practices of developing skills for working/ interacting with others.								X	
<b>GE 13.4</b>	Analyze the role that different languages, cultures, institutions, and beliefs have in shaping individual and collective behavior.									

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<b>General Goal 14: Ethical Leadership</b>	Students will be able to articulate their value systems, understand the ethical implications of their actions based on those values, and develop skills consistent with having a positive impact on individuals, groups, or communities.									
<b>GE 14.1</b>	Engage in self-evaluation of their personal values and the degree to which their ethical values and behaviors are congruent.	X								
<b>GE 14.2</b>	Understand the foundations for ethical thought and action.			X						
<b>GE 14.3</b>	Identify areas of difficulty in responding to situations demanding ethical inquiry.			X						
<b>GE 14.4</b>	Analyze complex ethical dilemmas facing the world.			X						
<b>GE 14.5</b>	Understand and evaluate the causes of societal problems and potential solutions.				X					
<b>GE 14.6</b>	Understand the importance of actions related to personal health, well-being, and self-awareness to the effective leadership of others.			X						
<b>Professional Education Unit Diversity Proficiencies</b>										
<b>DP 1. Awareness</b>	Demonstrates understanding of neutral language, activities, and gestures sensitive to diverse learners, based on historical perspectives and contemporary knowledge.						X			
<b>DP 2. Communication</b>	Demonstrates verbal and nonverbal techniques useful for interacting with diverse learners, school personnel, families, and community members.						X			

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<b>DP 3. Curriculum and Instruction</b>	Demonstrates development and use of unbiased learning outcomes and instructional strategies designed to facilitate student growth for all diverse learners including differentiated instruction.						X			
<b>DP 4. Resources</b>	Demonstrates identification and utilization of professional, school, and community resources and information to enhance the learning process for all diverse learners as well as meet the needs of their families.								X	
<b>DP 5. Respect</b>	Demonstrates acceptance and appreciation of diverse learners of varied backgrounds, ideas, and perspectives for an inclusive environment.				X					
<b>DP 6. Social Justice</b>	Demonstrates the ability to recognize and address in self and others issues of equality, human rights, socio-economic status; including bias, discrimination, and aggression to prevent and reduce oppression, including aggression, bullying, harassment, and intimidation.					X				
<b>Student Affairs Learning Domains</b>										
<b>Learning Domain 1: Educated Persons</b>										
<b>SA 1a</b>	Develop skills necessary for gaining knowledge (curricular and co-curricular)									
<b>SA 1b</b>	Apply discipline knowledge to situations inside and outside the classroom environment		X		X					X
<b>SA 1c</b>	Assess information, ideas, and arguments (critical thinking)		X	X	X	X	X	X	X	X
<b>SA 1d</b>	Solve problems within context				X	X				X
<b>SA 1e</b>	Integrate co-curricular experience to educational experience and vice versa		X							

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<b>Learning Domain 2: Communication</b>										
SA 2a	Write, speak, and listen coherently and effectively			X	X	X				X
SA 2b	Prepare and deliver presentation(s)									
SA 2c	Influence others through persuasive communication			X	X				X	
<b>Learning Domain 3: Leadership Development</b>										
SA 3a	Demonstrate ethical integrity				X	X				
SA 3b	Compare information from a variety of sources to form a decision or opinion		X	X	X		X		X	X
SA 3c	Develop and demonstrate leadership skills					X				
SA 3d	Model active engagement and contribute to the success of organizations					X				
<b>Learning Domain 4: Cultural Competence, Diversity</b>										
SA 4a	Associate how one's identity and culture shape one's perspective					X	X	X	X	
SA 4b	Analyze the advantages and challenges of diverse society					X	X		X	
SA 4c	Demonstrate an effort to understand the ideas, values, and beliefs of others; be open to difference					X	X		X	
SA 4d	Develop multicultural competence through establishment of intercultural relationships								X	
SA 4e	Seek involvement in diverse interests and with people different from oneself								X	
<b>Learning Domain 5: Social Responsibility, Citizenship</b>										
SA 5a	Demonstrate an awareness of issues and events that have an impact on people at local, state, national, and global levels				X	X				

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SA 5b	Demonstrate an understanding of the consequences for one's actions on local, state, national, and global levels			X	X	X				X
SA 5c	Develop an understanding of and commitment to developing positive change							X		
SA 5d	Appropriately challenge the unfair, unjust, or uncivil behavior of other individuals or groups						X			
<b>Learning Domain 6: Collaboration and Negotiation</b>										
SA 6a	Work cooperatively with others						X		X	
SA 6b	Contribute to achievement of group goals or shared vision									
SA 6c	Employ conflict resolution and mediation strategies									
SA 6d	Interpret individual and group dynamics						X		X	
<b>Learning Domain 7: Self-Awareness, Wellness</b>										
SA 7a	Assess personal strengths and weaknesses	X								
SA 7b	Determine and clarify personal values	X						X	X	X
SA 7c	Balance participation between personal life and academic and career endeavors									
SA 7d	Explore and apply dimensions of wellness across the lifespan									
<b>Student Development and Public Affairs Goals</b>										
SDPA 1	Helping our campus community feel welcomed and recognized						X		X	X
SDPA 2	Developing a connection to MSU through meaningful relationships with faculty, staff, and peers								X	
SDPA 3	Assisting students in achieving and maintaining good academic standing in order to persist and attain their educational goals									

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<b>SDPA 4</b>	Helping students develop intellectually, ethically, and emotionally	X		X	X	X	X			
<b>SDPA 5</b>	Engaging with the campus community through significant co-curricular involvement					X				
<b>SDPA 6</b>	Preparing for future education, civic engagement, and productive careers	X	X	X	X	X	X		X	X
<b>SDPA 7</b>	Understanding and participating in the Public Affairs mission	X	X	X	X	X	X	X	X	X