

Map of University Standards and Outcomes to Public Affairs Rubric

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

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

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DP 3. Curriculum and Instruction	Demonstrates development and use of unbiased learning outcomes and instructional strategies designed to facilitate student growth for all diverse learners including differentiated instruction.						X			
DP 4. Resources	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	
DP 5. Respect	Demonstrates acceptance and appreciation of diverse learners of varied backgrounds, ideas, and perspectives for an inclusive environment.				X					
DP 6. Social Justice	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				
Student Affairs Learning Domains										
Learning Domain 1: Educated Persons										
SA 1a	Develop skills necessary for gaining knowledge (curricular and co-curricular)									
SA 1b	Apply discipline knowledge to situations inside and outside the classroom environment		X		X					X
SA 1c	Assess information, ideas, and arguments (critical thinking)		X	X	X	X	X	X	X	X
SA 1d	Solve problems within context				X	X				X
SA 1e	Integrate co-curricular experience to educational experience and vice versa		X							

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Learning Domain 2: Communication										
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	
Learning Domain 3: Leadership Development										
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				
Learning Domain 4: Cultural Competence, Diversity										
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	
Learning Domain 5: Social Responsibility, Citizenship										
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			
Learning Domain 6: Collaboration and Negotiation										
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	
Learning Domain 7: Self-Awareness, Wellness										
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									
Student Development and Public Affairs Goals										
SDPA 1	Students, faculty, and staff will feel welcomed and recognized on our campus						X		X	X
SDPA 2	Students, faculty, and staff will develop a connection to MSU through meaningful relationships (with peers, faculty, staff)								X	
SDPA 3	Students, faculty, and staff will understand and participate in the Public Affairs mission	X	X	X	X	X	X	X	X	X

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SDPA 4	Students will achieve and maintain good academic standing in order to persist and attain their educational goals									
SDPA 5	Students will develop intellectually, ethically, and emotionally	X		X	X	X	X			
SDPA 6	Students will engage with the campus community through significant co-curricular involvement					X				
SDPA 7	Students will prepare for future education, civic engagement, and productive careers	X	X	X	X	X	X		X	X