

## SUNY GE Civic Discourse Competency Rubric Spring 2025

### Framing Language:

The Civic Discourse rubric below was developed by a committee of members from the SUNY Council on Assessment (SCoA), the SUNY Chancellor's 2024-2025 Fellows on Civil Education and Engagement and Civil Discourse, and other interested SUNY faculty and staff. It is designed to be adaptable across disciplines and educational settings. The rubric is designed as a guidance document, with the hope that institutions will tailor the rubric to their own institution's needs or design their own rubrics to share in a resource repository, to be shared via the SCoA website and SUNY Resource page.

This rubric is not meant to replace any locally developed rubrics already in use. The outcomes in the rubric below are designed to be foundational and adaptable to multiple disciplines.

### Outcomes:

Students will demonstrate the discourse skills necessary to participate in civic life, including:

- the deliberation of ideas through reasoned inquiry that seeks new information and considers multiple points of view; and
- the ethical practice of advocacy, dissent, and dialogue that constructively attends to points of conflict.

	Beginning (1)	Emerging (2)	Proficient (3)	Excelling (4)
<i>Students will demonstrate the discourse skills necessary to participate in civic life, including:</i>  <i>the deliberation of ideas through reasoned inquiry that seeks new information and considers multiple points of view;</i>	Student describes a topic but does not engage in deliberation or consider multiple viewpoints.	Student explores a topic with some recognition of different perspectives but lacks depth in reasoning or inquiry.	Student deliberates on a topic using reasoned inquiry, engages with multiple viewpoints, and seeks new information to inform their perspective.	Student demonstrates advanced deliberative skills by critically analyzing perspectives, synthesizing diverse viewpoints, and integrating new information to refine their reasoning.
<i>and</i> <i>the ethical practice of advocacy, dissent, and dialogue that constructively attends to points of conflict.</i>	Student describes a topic but does not demonstrate awareness of ethical considerations or engage in advocacy, dissent, or dialogue .	Student expresses advocacy or dissent for a position with some awareness of ethical considerations but lacks nuance in framing their argument.	Student effectively advocates for a position and engages in ethical dissent, demonstrating fairness, integrity, and respect for diverse perspectives. Responses acknowledge counterarguments and constructively address points of conflict.	Student engages in ethical advocacy and dissent with a high degree of integrity, skillfully navigating disagreement by fostering dialogue, addressing opposing views with nuance, and constructively attending to conflicts while persuasively advancing their position.

When reviewing this rubric, please keep the Civic Discourse Guidance in mind (included on the next page).

## **Civic Discourse**

**(Required)**

**(New, Effective Fall 2026)**

Students will demonstrate the discourse skills necessary to participate in civic life, including

- the deliberation of ideas through reasoned inquiry that seeks new information and considers multiple viewpoints; and
- the ethical practice of advocacy, dissent, and dialogue that constructively attends to points of conflict.

### **Guidance**

*The phrase “participate in civic life” is intentionally broad to capture the ways in which individuals engage with various communities and public spaces, which may include political and social institutions within the United States and across the globe, as well as other spaces of public life, such as digital forums and the workplace. Conceived of in this manner, the skills of civic discourse are applicable across a range of disciplines.*

*Civic discourse is the exchange of ideas about public matters. It is distinct from debate, which has as a primary purpose promoting one’s own ideas and attempting to convince others to agree with these ideas.*

*This core competency is intended to focus on students acquiring the knowledge to understand the importance of, and requirements for, civic discourse, and students will demonstrate the skills that reflect this knowledge. This competency is not intended to assess student conduct in general.*