THE CIVIC ACTION SCORECARD

TAKE ACTION. SCORE POINTS. EARN AWARDS.

FACULTY GUIDE

iCED INSTITUTE FOR CIVIC ENGAGEMENT & DEMOCRACY

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Access the Civic Action Scorecard here.

Access the Student Guide here.

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Civic engagement is fun, vital to our communities' well-being, and anyone can do it.

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WE BELIEVE THROUGH INTENTIONAL AND MEANINGFUL CIVIC ACTION, STUDENTS CAN BE TRANSFORMED FOR LIFELONG ENGAGEMENT TO CREATE A MORE REPRESENTATIVE AND PARTICIPATORY DEMOCRACY.

WHY CIVIC ACTION? A PREAMBLE

A legacy of Civic Action at Miami Dade College (MDC) is as old as the college itself. When MDC first opened its doors in 1960, it demonstrated its commitment to diverse representation and participation by becoming one of the first racially integrated colleges in the United States and the first integrated junior college in Florida (Miami Dade College, n.d.)

More recently in 2015, students from the Yes for Environmental Sustainability! (YES!) Club began tireless efforts to ban Styrofoam, considered to be environmentally harmful, from MDC campuses. After three years of persistent activism, the students and College successfully banned Styrofoam and replaced it with biodegradable materials (Schuster, 2018). In 2018, the Student Government Association also took Civic Action when its members stood in front of the Miami-Dade Board of County Commissioners and demanded on-campus voting sites. They argued that MDC's student body faced distinct challenges to accessing voting, and that on-campus options would provide equitable access to the polls. Within weeks, both the Kendall and North Campuses were officially registered as early voting sites, enabling students and the community at-large to further their own Civic Action through access to the polls (Ortega, 2018).

While MDC continues to produce civically empowered leaders, there are still gaps in the likelihood of our unique student body accessing and finding efficacy in their vital role as participants in civic life.Miami Dade College, Miami's "Democracy's College", is comprised of a student population of primarily non-White, low-income, and immigrant students (Miami Dade College, 2019). These factors increase the likelihood of experiencing implications of the civic empowerment gap, defined as a barrier to gaining knowledge, skills, and confidence to be an active and influential participant in civic and political life, generally linked to an individual's ethnoracial, citizenship, and economic classifications (Levinson, 2012, p. 31-32). Without closing the civic empowerment gap through active participation, our communities risk losing out on representation of MDC's diverse and complex student body in the creation and upholding of Miami's civic and democratic structures and values. At MDC's Institute for Civic Engagement & Democracy, we believe through intentional and meaningful Civic Action, students can be transformed for lifelong engagement to create a more representative and participatory democracy in which all community members in Miami-Dade and beyond can thrive for generations to come.

WHAT IS THE CIVIC ACTION SCORECARD?

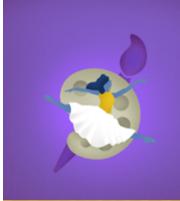### IN ITS SIMPLEST FORM, THE CIVIC ACTION SCORECARD IS A LIST OF POSSIBILITIES FOR CIVIC ACTION.

Each Civic Action carefully outlines and provides resources for taking actions that get you closer to becoming prepared for lifelong civic engagement. In its simplest form, the Civic Action Scorecard is a list of possibilities for Civic Actions. It is not an exhaustive list and continues to grow and improve over time. Whether you are registering to vote for the first time or ready to run for office, the Scorecard will support your growth as civic learners, help you demonstrate your learning in the creation of a portfolio, and prepare you to earn an award for your efforts. We present the Civic Action Scorecard as an equitable, accessible, and diverse guide towards civic empowerment for all.

The Scorecard is divided into six (6) broad categories of engagement which has been contributed to and curated by multiple MDC stakeholders including students, course instructors, institutes, and centers.

DEMOCRATIC ENGAGEMENT
PREPARING YOU TO TAKE AN ACTIVE ROLE IN POLITICAL PROCESSES.

ENVIRONMENT & SUSTAINABILITY
DISCOVERING YOUR ROLE WITHIN THE STORY OF EARTH.

COMMUNITY WELL-BEING
CONTRIBUTING TO THE POSITIVE OR HEALTHY DEVELOPMENT OF MEMBERS OF YOUR COMMUNITY.

ARTS & CULTURE
DISCOVERING HOW THE ARTS STRENGTHEN AND ENRICH OUR COMMUNITIES.

SOCIAL INNOVATION
DEVELOPING SOLUTIONS TO CHALLENGING ISSUES IN SUPPORT OF SOCIAL PROGRESS.

PROPOSE YOUR OWN
ENCOURAGING YOU TO FIND YOUR OWN PATHWAY TO CIVIC ACTION.

THE CIVIC ACTION PORTFOLIO

A CIVIC ACTION PORTFOLIO IS THE ONGOING COMPILATION OF BOTH DOCUMENTATION AND REFLECTION ON COMPLETED CIVIC ACTIONS.

A Civic Action Portfolio is the ongoing compilation of both documentation and reflection on completed civic actions. To show evidence of completing civic actions, documentation is required. To demonstrate learning and/or growth from having completed actions and to exhibit an understanding of their civic impact, reflection is required. A Civic Action Portfolio should be regarded as an organized representation of YOU as an active participant in civic life and should therefore be thoughtfully constructed.

To support the diverse and unique attributes of the MDC community, a Civic Action Portfolio can be created in a variety of mediums – anything from a text document to a video channel to a website – whatever represents individuality and creativity to you. When applying for academic and professional advancement, consider using the Civic Action Portfolio as a tool to market the desire and ability to apply civic learning beyond a campus environment. Examples of using a Civic Action Portfolio include linking it digitally in a resume, adding it to a LinkedIn profile or personal website, or an employment, college, or scholarship application.

COMPLETING CIVIC ACTION ITEMS

For each of the 75+ Civic Actions, there are 3 steps you must take:

01   Do the action.

02   Document the action.

03   Reflect on the experience of completing the action.

As students achieve these steps, they score points and build a Civic Action Portfolio.

INCORPORATING CIVIC ACTION INTO COURSES

- Course instructors incorporating the Civic Action Scorecard into an MDC course should inform their campus iCED office to ensure correct reporting of students' progress towards a Civic Action Award

- The Civic Action Scorecard may be used by instructors in their courses by assigning specific Civic Action Items, or by assigning a specific point value and allowing students to select Civic Action Items to complete

- Each Civic Action requires separate and intentional action with its own unique documentation and reflection

- Course instructors may modify Scorecard documentation and reflection requirements to support their course learning outcomes

  - Point values may not be altered. However, instructors may utilize the Propose Your Own Action category

- Students may complete Civic Action Items assigned by multiple instructors in the same semester

  - Students assigned the same Civic Action Item(s) for more than one course in a semester must confirm with each instructor whether documentation and/or reflection may be submitted for another course

- Civic Action Items may be completed by students independent of a course towards a Civic Action Award

- Completing Civic Actions is not equivalent to service or service-learning hours

  - Points do not equal hours, but hours may equal points. Certain Civic Action Items may qualify for both points and service hours if the service meets iCED's Standards for Service

DOCUMENTATION

Documentation Guidelines

Each Civic Action requires proof that the action was completed. Refer to the documentation column of each Civic Action Item for specific instructions. Documentation for Civic Action Items should indicate to the best degree that it was completed and submitted by the same person. Only course instructors who are requiring Civic Actions for course credit may alter documentation requirements of a Civic Action Item.

Rubric for Documentation

The documentation component of each Civic Action Item is suggested to be worth 50% of the points allocated for the item but may be modified by a course instructor.

Documentation	Not Accomplished (No points)	Partly Accomplished (Half points)	Accomplished (Full points)
Regardless of documentation type or requirements	Documentation is not provided or does not fulfill documentation requirements from Scorecard instructions.	Most documentation is provided to fulfill documentation requirements from Scorecard instructions	All documentation is clearly provided to fulfill requirements from Scorecard instructions

REFLECTION

Why Reflection?

Reflection of a civic action is a critical analysis of the experience designed to promote personal learning and civic growth. Reflection moves students beyond *recalling* an experience to *evaluating* an experience. It prompts them to consider their prior beliefs and understanding as related to their civic action; to examine their multifaceted identities and individual roles within a global community; to develop their sense of agency; and to determine their own path for civic empowerment. The reflection component of each Civic Action Item should be completed within a short time after finishing the action and documentation to propel students from one Civic Action Item to the next, to inspire long-term civic engagement, and to galvanize a more engaged citizenry.

Reflection Guidelines

Course instructors may modify reflection requirements to support their course learning objectives

- ■ The reflection component of each Civic Action Item should be completed within two weeks of completing the action to support meaningful learning and growth

- ■ Extended reflection is required for Civic Actions that are completed on more than one day and will be noted within the reflection column of the Civic Action Scorecard

  - ☐ If a Civic Action Item calls for extended reflection, the minimum requirements for written, recorded, or crafted reflections must be met each time reflection occurs

- ■ Regardless of reflection method, all aspects of each reflection prompt should be thoroughly and thoughtfully addressed

Rubric for Reflection

The reflection component of each Civic Action Item is suggested to be worth 50% of the points allocated for the item but may be modified by a course instructor. Reflections may be written, recorded, or crafted. Faculty may specify which reflection method students are required to use for Civic Action Items assigned in their courses.

Reflection Type & Requirements	Not Accomplished (No points)	Partly Accomplished (Half points)	Accomplished (Full points)
Written 200 – 400 words Double-spaced	Reflection word count does not come close to requirement OR does not address reflection prompts from Scorecard instructions	Reflection almost meets word count requirements (at least 140 of 200 words) AND mostly addresses reflection prompts from Scorecard instructions	Reflection meets word count requirements (200 words) AND fully addresses reflection prompts from Scorecard instructions
Recorded 2 – 3 minutes Video or audio	Recording length does not come close to requirement OR does not address reflection prompts from Scorecard instructions	Reflection almost meets requirements (at least 1.5 minutes of required 2 minutes) AND mostly addresses reflection prompts from Scorecard instructions	Recorded reflection meets length requirements (90 seconds) AND fully addresses reflection prompts from Scorecard instructions
Crafted One art piece crafted as 2D art, 3D art, performance art, etc.	Produced with minimal effort. Effort portrays a minimal degree of thoughtfulness, creativity, and craftship to address reflection prompts	Produced with moderate effort. Effort portrays a moderate degree of thoughtfulness, creativity, and craftship to address reflection prompts	Produced with substantial effort. Effort portrays a substantial degree of thoughtfulness, creativity, and craftship to address reflection prompts

CIVIC ACTION AWARD

MDC students, course instructors, and staff who complete and document actions totaling 100 or more points may earn the MDC Civic Action Award (found at www.mdc.edu/iced/awards). Civic Action Portfolios are not considered accepted for the Civic Action Award until they are reviewed, approved, and signed by iCED staff. There are three award levels, based on the number of points scored in any given Civic Action Portfolio:

Award Level	Minimum Points Needed
BRONZE	100 POINTS
SILVER	200 POINTS
GOLD	300 POINTS

We want people to build a strong, diverse Civic Action Portfolio. Therefore, Scorecard users can build on their award each year. They may only complete certain items 1, 2, or 3 times for points as indicated on the Civic Action Scorecard, but completing actions for the award is an option so long as the user is enrolled or employed at MDC.

Example: If a student scores 100 points in 2019 and was awarded a Bronze, and then scored 200 new points 2020, they will be eligible for a Gold award (total of 300 points in their Civic Action Portfolio).

Civic Action Award Recipients Receive:

- Civic Action Award Bronze, Silver, or Gold Lapel
- Letter of Commendation from Miami Dade College
- Recognition at annual campus celebration event
- Addition to MDC Service Transcript
- Addition to resume or curriculum vitae for scholarship and employment applications
- Bragging rights

To apply for the Civic Action Award, fill out the **Tracking Sheet and Award Application** and submit a Civic Action Portfolio to your **campus iCED team** when you have completed at least 100 points.

APPENDICES

APPENDIX A: CIVIC ACTION SCORECARD TRACKING SHEET 2020-2021

NAME   EMAIL

CAMPUS   STUDENT ID

	Civic Action	Points	Score
	DEMOCRATIC ENGAGEMENT		
DE-1	Register to vote	5 pts	
DE-2	Help someone register to vote	5 pts; X2=10 pts poss.	
DE-3	Find sample ballot for upcoming election	5 pts	
DE-4	Create a voting plan	5 pts per election; X3=15 pts poss.	
DE-5	Attend, watch, or listen to live debate, session, or address	<u>Watch/Listen</u>: 5 pts; X2=10 pts poss. <u>Attend</u>: 10 pts; X2=20 pts poss.	
DE-6	Know elected officials	5 pts	
DE-7	Research two elected officials	10 pts	
DE-8	Call two elected officials	5 pts; X2=10 pts poss.	
DE-9	Email one elected official	10 pts	
DE-10	Report issue or concern	5 pts; X2=10 pts poss.	
DE-11	Research budget from city or county	10 pts	
DE-12	Attend, watch, or listen to community, <u>city</u>, <u>county</u>, or state meeting	<u>Watch/Listen</u>: 5 pts; X2=10 pts poss. <u>Attend</u>: 10 pts; X2=20 pts poss.	
DE-13	Present speech at a community, city, county, or state meeting	15 pts	
DE-14	Serve as a Miami Dade County Department of Elections Poll Worker	20 pts	
DE-15	Attend/participate in event relating to democratic engagement	<u>Attend remotely</u>: 5 pts; X2=10 pts poss. <u>Attend</u>: 10 pts; X2=20 pts poss.	
DE-16	Sign 5 political, environmental, or social-issue petitions	5 pts	
DE-17	Serve with a local or state political campaign	5 pts	
DE-18	Join local or state voter engagement org. or political party	15 pts	
DE-19	Participate in an organized political debate	10 pts	
DE-20	Attend protest, rally, or demonstration with positive signage	10 pts	
DE-21	Write op-ed or letter to the editor	<u>Written & sent</u>: 5 pts <u>Published</u>: 10 pts; 15 pts poss.	
DE-22	Read two news articles from a reputable news source	5 pts per two articles; X2=10 pts poss.	
DE-23	Summarize media fact-checking	5 pts	
DE-24	Summarize two fact-checked claims	5 pts per 2 claims; X2=10 pts poss.	
DE-25	Review the SIFT method and verify a news story	10 pts	
DE-26	Read and summarize a United States founding document	5 pts; X2=10 pts poss.	
DE-27	Take practice Citizenship Exam with passing score	5 pts	
	ENVIRONMENT & SUSTAINABILITY		
ES-1	Know the native plants of your community	5 pts	
ES-2	Plant and maintain South Florida native species	20 pts	
ES-3	Attend a farmer's market	10 pts	
ES-4	Review the UNSDGs	5 pts	
ES-5	Complete the UN Sustainable Communities Checklist	5 pts	
ES-6	Complete Miami Water Keepers quiz & read included article	5 pts	
ES-7	Calculate your slavery footprint	5 pts	
ES-8	Calculate your carbon footprint	5 pts	
ES-9	Research two contributors to a carbon footprint	10 pts	
ES-10	Watch two videos from "The Story of Stuff"	5 pts for two videos; X3=15 pts poss.	
ES-11	Clean up trash	10 pts	
ES-12	Properly recycle household electronics	10 pts	

ES-13	Properly dispose of household chemicals	10 pts	
ES-14	Eliminate consumption of meat, fish, & animal byproducts	15 pts	
ES-15	Reduce your home energy use for 30 continuous days	15 pts	
ES-16	Eliminate consumption of single-use plastic	15 pts	
ES-17	Reduce your transportation footprint for 7 continuous days	15 pts	
ES-18	Attend/participate event relating to environment and sustainability	Attend remotely: 5 pts; X2=10 pts poss. Attend: 10 pts; X2=20 pts poss.	
COMMUNITY WELL-BEING			
CW-1	Complete a Significant Act of Kindness	5 pts; X3=15 pts poss.	
CW-2	Donate non-perishable food	5 pts; X2=10 pts poss.	
CW-3	Donate in kind* to a local or state nonprofit or organization	5 pts	
CW-4	Fundraise over $50 for a nonprofit organization	15 pts	
CW-5	Serve with a local or state nonprofit	2.5 pts per 5 hrs.; 15 pts poss.	
CW-6	Serve in a national or international day of service	2.5 pts per 5 hrs.; 15 pts poss.	
CW-7	Serve on community board or committee	15 pts	
CW-8	Complete an STI and HIV test	10 pts	
CW-9	Donate blood or plasma	10 pts	
CW-10	Donate bone marrow	30 pts	
CW-11	Have a deliberative dialogue	10 pts	
CW-12	Host a neighborhood or community meeting	15 pts	
CW-13	Complete a "Community Well-Being Certification"	15 pts; X2=30 pts poss.	
CW-14	Attend/participate in event relating to community well-being	Attend remotely: 5 pts; X2=10 pts poss. Attend: 10 pts; X2=20 pts poss.	
CW-15	Present workshop, training, or informational event	15 pts	
CW-16	Participate in MDC leadership or fellowship program	30 pts	
ARTS & CULTURE			
AC-1	Watch a film or documentary	5 pts; X2=10 pts poss.	
AC-2	Read a nonfiction or fiction book	Nonfiction or fiction book: 15 pts Banned: Add'l 5 pts; 20 pts poss.	
AC-3	Research indigenous people of community	10 pts	
AC-4	Create land acknowledgement	Create: 5 pts Present: Add'l 5 pts; 10 pts poss.	
AC-5	Visit a state park, museum, or site of cultural significance	10 pts; X2=20 pts poss.	
AC-6	Join a community art or cultural collective	10 pts	
AC-7	Attend/participate in MDC Live Arts program	10 pts; X2=20 pts poss.	
AC-8	Attend/participate in a local arts or cultural fair/festival	10 pts; X2=20 pts poss.	
AC-9	Present original art for an authentic audience	15 pts	
SOCIAL INNOVATION			
SI-1	Review solutions journalism	5 pts	
SI-2	Read two articles from SolutionsU	5 pts for two articles; X2=10 pts poss.	
SI-3	Watch two TED Talks on the same subject	5 pts for two Talks; X2=10 pts poss.	
SI-4	Attend/participate in social innovation or social entrepreneurship workshop, training, or informational event	Attend remotely: 5 pts; X2=10 pts poss. Attend: 10 pts; X2=20 pts poss.	
SI-5	Submit a Commitment to Action to CGI U	Apply: 15 pts Accepted & graduated: Add'l 15 pts 30 pts poss.	
SI-6	Apply to community solutions or social innovation grant	Apply: 15 pts Accepted & implemented: Add'l 15 pts 30 pts poss.	
PY-1	Propose your own Civic Action Item to iCED	5-15 pts	
PY-2	Course instructor assigned Civic Action Item	5-15 pts	
	AWARD LEVEL APPLYING FOR:	**TOTAL POINTS SCORED:**	

REVIEWED/APPROVED BY: **DATE:**

NOTE: To download an editable version of the Civic Action Scorecard Tracking Sheet,

please visit www.mdc.edu/iced/awards/

APPENDIX B: THE MDC LEARNING OUTCOMES AND THE CIVIC ACTION SCORECARD

As tool of teaching and learning, the Civic Action Scorecard is adaptable to every discipline at Miami Dade College and meets each of the College's Learning Outcomes. The Scorecard consists of 75+ Civic Action Items in six broad categories. Each Civic Action Item consists of three components: action, documentation, and reflection; and each component has been carefully constructed to empower students to action and to promote learning.

The chart below describes some of the ways in which the Civic Action Scorecard meets each Learning Outcome. However, it is not an exhaustive list. Course instructors, program advisors, and other MDC staff are encouraged to think creatively about the ways in which Civic Action Items may be adapted to highlight specific Learning Outcomes, and to keep the Learning Outcomes in mind when designing the action, documentation, and reflection components of their own Civic Action Items. Consult your campus iCED team for more information.

Learning Outcome	Integration within Civic Action Scorecard
1. Communicate effectively using listening, speaking, reading, and writing skills.	Communication skills are strengthened through each Civic Action Item in the Civic Action Scorecard. The action component promotes spoken communication with neighbors, elected officials, the media, etc. The documentation component promotes written communication skills via description summary requirements. The reflection component, which may be completed in a written, recorded, or crafted modality, promoted spoken and written communication through the first two modalities. Civic Action Items related to Communication Learning Outcome: ■ Read a nonfiction or fiction book about a political, environmental, social, or cultural issue ■ write an Op-Ed or letter to the editor ■ speak at a community, city, county, or state meeting
2. Use quantitative analytical skills to evaluate and process numerical data.	Numbers and data analysis are reinforced in the Civic Action Scorecard through Civic Action Items that require gathering and evaluating quantitative data. Further, many other action items may be adapted to reinforce this Learning Outcome. Civic Action Items related to Numbers/Data Learning Outcome: ■ Research the most recent proposed or finalized budget from your city or county ■ calculate your slavery footprint and plan to reduce it ■ reduce your home energy consumption by 10% Civic Action Items that may be adapted to reinforce Numbers/Data Learning Outcome: ■ Report issue or concern in community to proper governmental authority (Course instructors may require students to quantify the issue of concern before it is reported) ■ Know the native plants of your community (course instructors may require students to conduct a longitudinal analysis on the proliferation of native or invasive species in the last several years) ■ Present an educational campaign on an issue of political, environmental, or social significance (course instructor may set the requirements of the educational campaigns to include numerical data analysis)

3. Solve problems using critical and creative thinking and scientific reasoning.	Solving problems using critical and creative thinking is a core learning outcome of the Civic Action Scorecard, as it is one of the six categories used as pathways for civic empowerment. The Social Innovation section includes 6 items designed to help students develop solutions to challenging issues in support of social progress. Further, Civic Action Items designed to help students identify problems in their community and think creatively to solve them are found in all categories of the Civic Action Scorecard. Examples of Civic Action Items related to Critical Thinking Learning Outcome: ■ Apply to a community solutions or social innovation grant or micro grant ■ Host a neighborhood or community meeting to discuss an issue of community relevance ■ Report issue or concern in community to proper governmental authority
4. Formulate strategies to locate, evaluate, and apply information.	Information literacy is a cornerstone of democracy, and deeply embedded within the Civic Action Scorecard. Civic Action Items related to research and media literacy help students formulate strategies to locate and evaluate information. The reflection components of these Action Items include prompts for practical application of information. Examples of Civic Action Items related to Information Literacy Learning Outcome: ■ Research two of your current elected officials ■ Review solutions journalism and describe how it can solutions journalism be used to promote social innovation and progress? ■ Investigate 2 Fact-checks on PolitiFact or FactCheck.org.
5. Demonstrate knowledge of diverse cultures, including global and historical perspectives.	Cultural and global perspectives are reinforced in the Civic Action Scorecard through Civic Action Items that prompt students to reflect on the ways in which their patterns, behaviors, and consumer choices impact people around the world. Historical perspectives are reinforced through Civic Action Items that prompt students to consider the historical contexts of their environment and community. Examples of Civic Action Items related to Cultural/Global Perspective Learning Outcome: ■ Know the 17 United Nations Sustainable Development Goals ■ Read a nonfiction or fiction book about a political, environmental, social, or cultural issue, additional 5 points for a banned/challenged book ■ Make an in-kind donation to a local or state nonprofit or organization ■ Reflect on the global impact of throwaway culture

6. Create strategies that can be used to fulfill personal, civic, and social responsibilities.	Creating strategies to fulfill personal, civic, and social responsibilities is a core learning outcome of the Civic Action Scorecard. The Democratic Engagement category includes 27 items designed to prepare students to take an active role in political processes, and the Community Well-being category includes 16 items designed for students to contribute to the positive or healthy development of members of their community. Further, fulfilling personal, civic, and social responsibilities is a recurring theme in Civic Action Items throughout the remaining four categories. Examples of Civic Action Items related to Social Responsibility Learning Outcome: ■ Help someone register to vote ■ Know your elected officials at city, county, state, and US federal level ■ Serve in a national or international day of service
7. Demonstrate knowledge of ethical thinking and its application to issues in society.	Ethical issues are deeply embedded within and throughout the Civic Action Scorecard. Within each category, and most prominently in CWB, E&S, and SI, the action components of Civic Action Items are designed to promote ethical thinking by helping students learn about ethical issues. Then, the reflection component of Civic Action Items prompt students to reflect on their role as participants in an ethically ambiguous society and to consider the ethical implications of their actions. Examples of Civic Action Items related to Ethical Issues Learning Outcome: ■ Calculate your slavery footprint and plan to reduce it ■ Present an educational campaign on an issue of political environmental, or social significance ■ Know the 17 United Nations Sustainable Development Goals
8. Use computer and emerging technologies effectively.	Computer/technology usage is an integral component of the Civic Action Scorecard. Students are encouraged to use emerging technologies, such as podcasts, webcasts, or personal websites, when creating their Civic Action Portfolio. Students may also use standard word processing technology in their portfolios and in each of the action, documentation, and reflection components of each Civic Action Item. Examples of Civic Action Items related to Compute/Technology Usage Learning Outcome: ■ Attend/participate in social innovation or social entrepreneurship workshop, training, or informational event such as a codeathon or hackathon ■ Present original art to an authentic audience ■ Properly recycle household electronics, computer and printer accessories Examples of Civic Action Items that may be adapted to reinforce this Learning Outcome: ■ Apply to a community solutions or social innovation grant or micro grant (Course instructors may require students that their grant proposal incorporates innovative use of technology) ■ Serve with a local or state nonprofit (course instructors may require students that the nonprofit has a focus on technology for the common good) ■ Know the 17 United Nations Sustainable Development Goals (course instructors may require students to reflect on the role of technology on addressing the worldwide areas of need identified by the UN SDGs)

9. Demonstrate an appreciation for aesthetics and creative activities.	Aesthetic & Creative Activity is a core learning outcome of the Civic Action Scorecard, as it is one of the six categories used as pathways for civic empowerment. The Arts & Culture section includes 9 items designed to help students demonstrate an appreciation for aesthetics and creative activities and discover how the arts strengthen and enrich our communities. Further, all Civic Action Items include a reflection component that may be written, recorded, or crafted. Development of, and appreciation for aesthetics and creative activities is reinforced through the recorded and crafted modalities of reflection and of the Civic Action Portfolio. Examples of Civic Action Items related to Aesthetic/Creative Activities Learning Outcome include: ■ Attend an MDC Live Arts program ■ Present art to an authentic audience ■ Visit a state park, museum, or site of cultural significance
10. Describe how natural systems function and recognize the impact of humans on the environment.	Environmental responsibility is a core learning outcome of the Civic Action Scorecard, as it is one of the six categories used as pathways for civic empowerment. The Environment & Sustainability section includes 16 items designed to help students understand how natural systems function, recognize the impact of humans on the environment, and discover their individual role within the story of Earth Examples of Civic Action Items related to Environmental Responsibilities Learning Outcome: ■ Reducing home energy usage for one full month ■ Eliminating single-use plastic for 7 continuous days ■ Planting and maintaining a local native plant for three months

APPENDIX C: GLOSSARY

Term	Definition
Arts & Culture	Category of the Civic Action Scorecard defined as discovering how the arts strengthen and enrich our communities
Attend	Intentional engagement through physical presence* in order to gain new knowledge and experience civic growth *Exception: Attending digitally (ex: webinar) may suffice if the action item does not offer Listening or Watching for a lesser point value
Authentic audience	Minimum of 5 people who will benefit from your action, and who may not be exclusively from your family, friends, class, or club
Certification	An intentional learning environment designed to provide an officially documented skill in order to contribute to the positive or healthy development of members of your community
Civic action	Effort to experience and/or understand the rights, privileges, and responsibilities of being a member of a community
Civic Action Item #	One of 75+ possibilities on the Civic Action Scorecard; eligible for points if completed and accompanied by documentation and reflection
Civic Action Portfolio	The ongoing compilation of both documentation of and reflection on completed Civic Actions
Civic Action Scorecard	A list of possibilities for Civic Action prepared as an equitable, accessible, and diverse guide towards civic empowerment for all
Civic empowerment	Having the knowledge, skills and confidence to be an active and influential participant in civic and political life
Civic empowerment gap	A barrier to gaining knowledge, skills, and confidence to be an active and influential participant in civic and political life, generally linked to an individual's ethnoracial, citizenship, and economic classifications
Civics	Field of study investigating the rights, privileges, and responsibilities of a community's inhabitants
Community	A group of people with shared identity, values, and/or geographic location
Community Well-Being	Category of the Civic Action Scorecard defined as contributing to the positive or healthy development of members of your community
Debate	A formal argument presenting opposing political, environmental, or social opinions between two or more people; includes a public audience, established rules, and judge
Democratic Engagement	Category of the Civic Action Scorecard defined as preparing you to take an active role in political processes
Dialogue	An intentional conversation seeking to understand differences of political, environmental, or social opinions between two or more people in a private setting with collaboratively designed guidelines
Documentation	A component of a Civic Action Item showing evidence of completing the action
Donate	Intentional contribution of personal goods in order to contribute to the positive or healthy development of members of your community
Environment & Sustainability	Category of the Civic Action Scorecard defined as discovering your role within the story of Earth
Informational event	An intentional learning environment designed to provide new knowledge and experiences for civic growth

Listen	Intentional engagement through an auditory medium such as a podcast, audiobook, radio broadcast, etc. in order to gain new knowledge and experience civic growth
Participate	Intentional engagement through joining activities, presenting questions or ideas, networking with other participants, etc. in order to gain new knowledge and experience civic growth
Points	A unit used to measure the effort, time, and reach of each Civic Action Item
Present	Intentional creation of a learning environment designed to provide an authentic audience new knowledge and/or skills, and experiences for civic growth
Propose Your Own Action	Category of the Civic Action Scorecard defined as d encouraging you to find your own pathway to Civic Action
Reflection	A component of a Civic Action Item which consists of critical analysis of an action or experience and is designed to promote personal learning and civic growth
Research	Approximately 300-500 words towards a Civic Action Item documentation requirement
Serve	Intentional contribution of personal skills and abilities in order to participate in political processes and/or contribute to the positive or healthy development of members of your community
Social Innovation	Category of the Civic Action Scorecard defined as developing solutions to challenging issues in support of social progress
Training	An intentional learning environment designed to provide a specific skill and experience civic growth
Watch	Intentional engagement through a visual medium such as a digital live stream, recording or film, in person event, etc. in order to gain new knowledge and experience civic growth
Workshop	An intentional learning environment designed to provide engagement in intensive activities and discussion in order to gain new knowledge and/or skill, and experience civic growth