The working group on civics literacy is recommending to the Education Policy Committee the following:

Establish a graduation requirement for civics literacy for the baccalaureate degree for the Purdue West Lafayette campus. Students should be allowed to meet the requirement any time between freshman and senior year by fulfilling the following: successful completion of a civics literacy exam and completion one of the following options: 3.0 hours of relevant course work (e.g. relevant introductory course in US politics, public policy, history or other course with civic knowledge content); successful completion of Center for C-SPAN Scholarship and Engagement modules; or attendance at civics-related Purdue-hosted and -sponsored events.

Introduction

*I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion.* Thomas Jefferson (1820)

As Jefferson’s quote implies, a constitutional republic, such as the United States of America, requires informed, effective, and responsible citizens. Indeed, it has been said that ‘democracy is not a machine that will go of itself’ and therefore requires each generation of citizens to develop, and employ, a certain level of civic literacy in order to sustain it. Defining and developing such civic literacy—that is, the effective preparation of citizens to fulfill their responsibilities to sustain and enhance self-government—is an essential condition for our representative government to survive:

“Citizenship—commitment to and participation in a community’s civic life—is the engine of constitutional democracy and a free society. Knowledge of the rights, responsibilities, and privileges of citizenship fuel that engine. Without the participation of informed, effective, and responsible citizens, a democratic republic cannot and does not function, nor can it make progress toward its ideals (NAEP Governing Board, p. 1, 2014).”

Unfortunately, the civic literacy of Americans has been a concern for over 75 years. For example, National surveys of college freshman in the 1940s revealed a “striking ignorance” of even the most basic civic knowledge (Fine, 1943, p. 1).” In 2019, the Woodrow Wilson Foundation surveyed 41,000 Americans using 20 questions drawn from the USCIS Naturalization Panel. The results “validated what studies have shown for a century: Americans don’t possess the history knowledge they need to be informed and engaged citizens…. (Wilson Foundation, n.p. 2019)”

The Congressionally mandated National Assessment of Educational Progress (NAEP) measures

---

1 See Addendum at the end of the document (page 12), which addresses questions and feedback from the Education Policy Committee.
American K-12 students’ progress in a number of subjects, including civics, every four years. Results of the most recent Grade 12 NAEP-Civics assessment indicated that only 24 percent of 12th graders scored at the ‘proficient’ level or above and that 36 percent scored below even a ‘basic’ level of civic literacy.

In order to assess K-12 student progress in each subject, sophisticated assessment frameworks are developed by the National Center for Education Statistics. The most recent NAEP-Civics assessment framework (2014) was developed by a panel of more than two dozen experts in civics and civic education. The Civics Framework consists of three interrelated components: (1) civic knowledge, (2) intellectual and participatory skills, and (3) civic dispositions. These components have been identified by NAEP as essential elements of civic education in the United States, and therefore serve as a constitutive definition for ‘civic literacy.’ Thus, the ‘civically literate’ citizen must possess all three components.

Civic Knowledge. The authors of the NAEP-Civics Framework determined that essential civic knowledge consisted of answers to questions such as:

- What are civic life, politics, and government?
- What are the foundations of the American political system?
- How does the government established by the Constitution embody the purposes, values, and principles of American democracy?
- What is the relationship of the United States to other nations and to world affairs?
- What are the roles of citizens in American democracy?

Civic Skills. The authors of NAEP-Civic Framework identified both intellectual and participatory civic skills as essential components of civic literacy. “Intellectual skills enable students to learn and apply civic knowledge in the many and varied roles of citizens…These skills help citizens identify, describe, explain, and analyze information and arguments, as well as evaluate, take, and defend positions on public issues. Participatory skills enable citizens to monitor and influence public and civic life by working with others, clearly articulating ideas and interests, building coalitions, seeking consensus, negotiating compromise, and managing conflict” (NAEP Governing Board, p. x-xi, 2014).

Civic Dispositions. These “habits of the heart” of democracy, as Alexis de Tocqueville called them, include the inclination to support the rights and responsibilities of all individuals in society, and to the advancement of the ideals of the polity. They also include the dispositions “to become an independent member of society; respect individual worth and human dignity; assume the personal, political, and economic responsibilities of a citizen; participate in civic affairs in an informed, thoughtful, and effective manner; and promote the healthy functioning of American constitutional democracy ((NAEP Governing Board, p. xi, 2014).”

Rationale: The Importance of Civic Competency and Engagement in Higher Education

Education leaders stress the need to include learning that is related to the development of individuals’ civic capacity throughout all years of schooling in the United States (Conant, 1945;
Dewey, 1916; Ehrlich, 1997; Pollack, 2013). Scholars have examined a variety of sources of content and pedagogy in the U.S. as well as programs developed abroad. A report commissioned by the U.S Department of Education, the National Task Force on Civic Learning and Democratic Engagement, an initiative of the Association of American Colleges and Universities made an urgent call to higher education institutions in the United States to make civic literacy, inquiry and action part of the educational objectives to be achieved by every college graduate. This plan would involve adopting long-term, measurable standards to indicate the extent to which college students are gaining a civic perspective during their postsecondary education (National Task Force on Civic Learning and Democratic Engagement [National Task Force], 2012). By referring to a “crucial moment” in the title and throughout the text, the report emphasized a convergence of issues and concerns over the last decade. Higher education institutions themselves have acknowledged the importance of postsecondary education in developing civic learning, with 68% of Chief Academic Officers surveyed from the 433 member institutions of the Association of American Colleges and Universities recognizing civic engagement as an essential learning outcome (AAC&U, 2011; p. 20). A further exhortation appears in the National Task Force report that higher education institutions should be supported to “develop a national framework of civic indicators across knowledge, skills, values, and collective action (National Task Force, 2012; p. 38).

Taking concrete steps in this direction, the Research Institute for Studies in Education (RISE) at Iowa State University published a paper reviewing the literature on civic learning and engagement for the AAC&U and the American Association of State Colleges and Universities (Reason & Hemer, 2015). The groups in the higher education community mentioned above have extended calls to action in reports that focused on K-12 education, such as Guardian of Democracy: The Civic Mission of Schools (Gould, 2011). The widely cited report included calls for postsecondary institutions to “require all students, regardless of major, to take at least one civic learning course” and encouraged postsecondary students to “volunteer as civic mentors in K-12 schools.” (Gould, 2011, p. 43; Torney-Purta, et. al. 2015, p.2).

**Background and working group members**

In January 2019, President Daniels presented to the Purdue University Senate data on the state of civics literacy in the U.S. Some indicators suggest that many are unaware of basic knowledge regarding the United States government, its people, processes, and laws and policies. President Daniels would like to see Purdue University address this gap in civics literacy and offered a proposal to the University Senate on how we may do so. President Daniels proposed a requirement of passage of a civics test (based on the naturalization test) to earn a degree from Purdue University.

As a first step, in spring 2019 through a campus-wide survey and town hall (initiated and led by then-Chair Natalie Carroll), the University Senate determined a baseline of civics knowledge for new Purdue undergraduate students was needed. During the summer, Cheryl Cooky, Chair of the University Senate convened a working group of disciplinary experts and tasked the group with exploring and creating a pilot assessment of civics knowledge to distribute to Purdue’s incoming freshman class during Boiler Gold Rush (BGR). The purpose was to assess civic knowledge among incoming freshman as well as to assess the potential of such an instrument. The summer
working group included: Cheryl Cooky, (Interdisciplinary Studies and Chair of University Senate; Jay McCann (Political Science), Phillip VanFossen (Ackerman Center for Democratic Citizenship), Robert Browning (Political Science/ Center for CSPAN Scholarship and Engagement- CCSE), Peter Watkins (CCSE), Frank Dooley (Senior Vice Provost for Teaching and Learning), and Andy Zehner (Office of Institutional Research, Assessment and Effectiveness).

During the September 10, 2019 University Senate meeting, Cooky presented preliminary results of the “BGR survey” to the Senate and the University Senate endorsed—via consent of assembly—the working group’s continued efforts. During the fall of 2019, Nan Kong (University Senate, Education Policy Committee), Assata Gilmore (Vice President of Purdue Student Government), Jeff Stefancic (Office of Dean of Students. Education Policy Committee), and Michael Brzezinski (Dean of International Programs) joined the working group.

Process

During the summer of 2019, the working group began its discussions considering President Daniels’ proposal for a graduation requirement in civics literacy, and guided by preliminary information from the spring 2019 Town Hall and Campus-Wide survey. The working group developed and implemented a survey as a baseline to determine incoming freshmen’s knowledge of civics as well as to gain insight into the process of implementing an instrument of this type. The survey was delivered during BGR week. During the September 2019 University Senate meeting, Cooky presented preliminary results to the Senate and the University Senate endorsed—via consent of assembly—the working group’s efforts. During the fall of 2019, the working group further analyzed the BGR results and refined the survey instrument. The refined survey was distributed in introductory political science courses as another pilot study.

The working group further investigated questions that emerged from the spring 2019 campus-wide survey, including the question of whether non-domestic/ international students should also be required to complete a civics literacy requirement as well as soliciting further input from a sample of undergraduate students regarding the requirement.

In addition, the working group surveyed other peer institutions who have civics literacy requirements to determine what peer institutions were requiring and what we might learn from them or how we might model a graduation requirement.

The working group also discussed and considered other means by which we might assess student civic knowledge and literacy. These options included the CSPAN civic literacy modules (under development), extracurricular events and activities.

Civics Literacy Survey/ Development of Instrument

In order to determine the best course of action, it was necessary to establish a baseline. During BGR week, all incoming undergraduates were asked to participate in a short survey to assess their knowledge of civics, government, and US political history. The survey received IRB approval. Students were informed the survey was not a test or exam and the purpose of the
survey, to learn more about what students already know, was communicated to the students. Students were also informed their participation in the survey was voluntary and that responses would help the University Senate, President Daniels, and the faculty better understand this issue. The compiled results of the survey were shared with the University Senate (during the September meeting), and representatives from the Purdue Student Government.

**About the survey**

In February 2019, the Woodrow Wilson National Fellowship Foundation released the results of a survey of 41,000 Americans basic knowledge of the American political system and of U.S. history. The 20 multiple-choice items used were developed by the Wilson Foundation using previous years’ online practice exams for the United States Customs and Immigration Service (USCIS) Naturalization Interview (aka, ‘citizenship test’). These practice tests ([https://my.uscis.gov/prep/test/civics](https://my.uscis.gov/prep/test/civics)) use the same 100 items as in the USCIS pool, from which 10 items are drawn at random prior to each Naturalization Interview. While issues have been raised concerning the reliability and validity of the USCIS citizenship test (which were presented and discussed at the spring 2019 Town Hall), the Wilson Foundation survey represented a very current—and national—sample frame against which incoming Purdue undergraduates could be compared; in order to do so, the same items had to be used.

The final 8 items are adapted from the American National Election Study, an NSF-funded survey of the electorate that has been conducted during major election cycles over the last sixty years ([https://electionstudies.org/](https://electionstudies.org/)). The American National Election Study is one of the leading sources of data on civic attitudes and capabilities. This is a large study that will permit various subgroup comparisons (e.g., how Purdue freshmen compare to the general public, to Americans with a college degree, and to younger American).

The working group created a survey utilizing portions of these two instruments in order to make comparisons. Twenty questions were drawn from the Woodrow Wilson Foundation’s national survey of civic knowledge ([https://woodrow.org/news/one-state-pass-us-citizenship-exam/](https://woodrow.org/news/one-state-pass-us-citizenship-exam/)) and 8 questions were taken from the National Election Study ([https://electionstudies.org/](https://electionstudies.org/)). This survey was distributed by email to all incoming undergraduate students (n=7,926) during BGR week. Approximately 36% of incoming students responded, but—due to incomplete responses or other factors—only 2,114 responses were accepted (26.7%) for analysis.

The working group conducted a preliminary analysis of these data and first results indicated that incoming Purdue undergraduate student respondents appear to have greater civic knowledge than the general population across the United States, as well as the state of Indiana. In addition, incoming Purdue students appear to exhibit greater civic knowledge than other college graduates in Indiana.

Results of the survey indicated that 77.8% of respondents ‘passed’ (scored 60% correct or higher) on the 20 items drawn from the WWF survey (as compared to 36% in the WWF sample). However, there were clearly different passage rates across resident/non-resident; domestic/international; and by race or ethnicity. Respondents to the National Election Survey instrument (8 items) scored in the 53% correct (“On which of the following does the US
government currently spend the least?") to 96% correct (Number of times an individual can be elected President?") range.

The pilot survey distributed in introductory political science courses raised further questions regarding a test as a graduation requirement that will be need to addressed should a civics literacy graduation requirement be approved. For example: What constitutes a passing grade on the test? Any test given will need to address and eliminate possible bias. Questions remain regarding who will administer the test, when and what appropriate entity will assess the exam.

The working group recommends that if such a test becomes part of the civics literacy graduation requirement, more work will need to be done to develop the test, expand the test bank, and ensure academic integrity (in collaboration with ODOS).

**Survey of International Student Body**

The following question was asked of 600 randomly sampled international undergraduate students currently enrolled as freshmen, sophomores or juniors:

*If Purdue University requires all undergraduates to demonstrate “civic literacy” prior to graduation, how should this requirement be implemented? Please select all options below that would be acceptable to you:*

- Pass a course that covers the main foundations of government and civic life in the United States. Governments of other nations may also be covered in this course.

- Successfully complete on-line educational modules that cover the foundations of government and civic life in the United States.

- Pass either an in-person or on-line examination that covers the foundations of government and civic life in the United States.

- Attend at least three campus events per academic year where speakers discuss governmental policies or issues in civic life. Such events would be designated in advance as counting towards the “civics literacy” requirement.

We received 181 responses, a 30% rate of return. Of the 181 responses, only 16 students chose to write comments. Student were allowed to choose more than one option. Approximately 60% of respondents (109/181) indicated that they would find successful completion of online educational models an acceptable requirement. While just under 20% of respondents indicated course work would be acceptable. Approximately 30% of respondents indicated an online exam or campus events as acceptable.

**Survey of Overall Student Body**

In order to gauge the student body’s opinions on the option of a graduation requirement on civics literacy, the Purdue Student Government was tasked with creating and administering two surveys
to all its members on civics literacy and on a possible civic literacy curriculum requirement. The four questions are the same that were used for a similar survey administered to international students.

*If Purdue University requires all undergraduates to demonstrate “civic literacy” prior to graduation, how should this requirement be implemented? Please select all options below that would be acceptable to you:*

- Pass a course that covers the main foundations of government and civic life in the United States. Governments of other nations may also be covered in this course.

- Successfully complete online educational modules that cover the foundations of government and civic life in the United States.

- Pass either an in-person or online examination that covers the foundations of government and civic life in the United States.

- Attend at least three campus events per academic year where speakers discuss governmental policies or issues in civic life. Such events would be designated in advance as counting towards the “civics literacy” requirement.

**Survey 1**
The first survey had a total of 69 responses and included closed and open-ended questions to gauge the Purdue Student Governments knowledge on civic literacy and engagement while also having respondents state their opinions on civic literacy testing and curriculum requirements. This survey found that 46% of respondents agreed that Purdue University should have a civics literacy requirement while 35% thought Purdue University should not have a civic literacy requirement and 19% had no opinion on the subject. Furthermore, when given five options (Online Module, Exam, Course, In-Person Verbal Response, Other) 50% of respondents thought this requirement should be an online module taken any time between freshman and senior year.

**Survey 2**
The second survey had a total of 187 responses which included four close ended questions to determine the student body’s opinions on how a civic literacy requirement should be implemented. 87% percent of respondents Purdue University should require completion of online educational models, 38% percent of respondents felt this requirement should take the form of an online examination, 29% felt that students should have to attend three mandatory civic life related events per academic year to fulfill the requirement and lastly, 21% of respondents felt that students should have to pass a civic literacy course.

In addition to the surveys, one message that was communicated to the working group by PSG was any requirement should be meaningful educationally. *As indicated in the surveys and in the PSG discussion of the issue, few students supported a test-only option.*
The mission of the Center for C-SPAN Scholarship & Engagement (CCSE) in the Brian Lamb School of Communication is to help faculty and students use the C-SPAN Archives for learning and research. Upon hearing of President Daniels’ concern about the level of civic knowledge among students on campus, the Center immediately thought about how the many C-SPAN videos could be used to help students understand the background and workings of the United States government. The CCSE staff routinely makes clips from C-SPAN videos available for Purdue professors and instructors to use in their courses. Creating lessons that utilize C-SPAN videos to illustrate concepts and ideas in American Government seemed a natural extension of this work and a worthwhile initiative for the Center.

To lead this initiative, the Lamb School hired Dr. Peter Watkins, a political scientist with thirty years of experience teaching American government, to research and write the learning modules. Collaborating with him are CCSE Managing Director Connie Doebele, who has more than 25 years of experience as a C-SPAN producer, and CCSE Intern and Wilke Scholar Manuel J. Arauz Ramirez. The Center is directed by Dr. Robert Browning who is a jointly-appointed Professor in the Department of Political Science and the Lamb School and is Executive Director of the C-SPAN Archives. Also advising the Center is Dr. Marifran Mattson, Professor and Head of the Brian Lamb School of Communication. A faculty advisory board meets regularly and provides input and guidance on CCSE initiatives. Other Center initiatives include Maymester in Washington, DC, an annual research conference at Purdue, an undergraduate research competition, and an annual interview conducted by Brian Lamb.

In total, the CCSE Civics Literacy Initiative there include twelve modules that illustrate concepts in American Government and the Constitution. For example, modules cover topics such as the Declaration of Independence, constitutional functions, voting rights, freedom of speech, civil rights, the Supreme Court, among others. The modules are first being created as podcasts to allow students to listen to a 15-minute narration of the topic supplemented with audio from C-SPAN. Subsequently, the modules will be produced as videos. The modules will be completed by end of Spring semester, 2020.

Non-curricular Events

The working group set out to determine existing resources, specifically the types of non-curricular events that are currently offered at Purdue or have been offered that would be appropriate for fulfillment of a graduation requirement in civics literacy. Based on that assessment (which was limited by the ability to search and track events on campus that would meet the requirement) it was determined more resources would be necessary to ensure the number of events offered over the course of an academic year would allow for students to reasonably fulfill that requirement, that those who are sponsoring or hosting the event would be willing and able to accommodate attendance at their event, that a mechanism exists to assess and evaluate the appropriateness of an event, and that there is a way to track and record attendance at an event.
Currently, the Division of Diversity and Inclusion is hosting a semester-long series of programming around the theme of ‘democracy, civility, and freedom of expression.’ [https://www.purdue.edu/newsroom/purduetoday/releases/2020/Q1/loretta-lynch,-jeff-flake-headline-mlk-events-at-purdue.html](https://www.purdue.edu/newsroom/purduetoday/releases/2020/Q1/loretta-lynch,-jeff-flake-headline-mlk-events-at-purdue.html) There have been other events on campus such as the Condoleezza Rice lecture among others that one may envision among a list of activities of which students could select and participate. Participation in the semester events of this sort may be something we consider as fulfillment of the graduation requirement. Should we do so, this requires a sustained commitment by the University to provide adequate resources and support so that such programming can be successfully offered.

**Summary of Civics Requirements at Other Institutions**

Information has been obtained from 20 peer institutions (see below). Nine of the institutions have no requirement with respect to civics. In many cases, civic literacy/engagement is included as part of the core curriculum.

<table>
<thead>
<tr>
<th>Title of ‘Civics Requirement’</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity, Global Citizenship and Intercultural Literacy</td>
<td>Boston University</td>
</tr>
<tr>
<td>Effective Citizenship</td>
<td>Michigan State</td>
</tr>
<tr>
<td>Citizenship For A Diverse and Just World</td>
<td>Ohio State University</td>
</tr>
<tr>
<td>Civic Engagement</td>
<td>Temple</td>
</tr>
<tr>
<td>Social Responsibility and Ethics</td>
<td>U of Kansas</td>
</tr>
<tr>
<td>Civic Life and Ethics</td>
<td>U of Minnesota</td>
</tr>
<tr>
<td>Ethics and Stewardship</td>
<td>U of Nebraska-Lincoln</td>
</tr>
<tr>
<td>Global Citizenship U.S. Courses</td>
<td>U of Tennessee Knoxville</td>
</tr>
<tr>
<td>American and Texas Government</td>
<td>U of Texas-Austin</td>
</tr>
<tr>
<td>American Cultures, Governance, and History</td>
<td>UC –Davis</td>
</tr>
<tr>
<td>State of Florida’s Civic Literacy Requirement</td>
<td>U Central Florida</td>
</tr>
</tbody>
</table>

For Florida, Texas, and perhaps California, the requirements stem from state law. Among the more recent requirements are Kansas (2013), Florida (2018), and Tennessee and Ohio State this year. The rationale for these recent cases include:

- **Kansas**: The rationale for including this was based on the feedback collected from the campus community about what worked and didn’t work about the general education program. Additionally, the university had identified as part of the strategic plan a desire to expand the awareness of and engagement with existing high impact practices.
- **Florida** is a result of state legislation.
- In Tennessee and Ohio State, it arose from a revision to their general education requirements.

In general, the requirements are part of the general education (core curriculum), and are met by courses. That said, several institutions include non-credit activities such as service learning. Florida’s requirement can be met by passing:

- **a. U.S. Citizenship and Immigration Services Naturalization Test – Civics (U.S. history and government) with supplemental questions, minimum score of 60; or**
b. Advanced Placement Government and Politics: United States, minimum score of 3; or

c. Advanced Placement United State History, minimum score of 4; or

d. CLEP American Government, minimum score of 50.

Peer institutions

<table>
<thead>
<tr>
<th>State</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>UC - Davis</td>
</tr>
<tr>
<td>Florida</td>
<td>UCF</td>
</tr>
<tr>
<td>Indiana</td>
<td>IU</td>
</tr>
<tr>
<td>Iowa</td>
<td>U of Iowa</td>
</tr>
<tr>
<td>Kansas</td>
<td>U of Kansas</td>
</tr>
<tr>
<td>Maryland</td>
<td>Maryland - College Park</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>Boston University</td>
</tr>
<tr>
<td>Michigan</td>
<td>Michigan State</td>
</tr>
<tr>
<td>Michigan</td>
<td>University of Michigan</td>
</tr>
<tr>
<td>Minnesota</td>
<td>U of Minnesota</td>
</tr>
<tr>
<td>Nebraska</td>
<td>U of Nebraska-Lincoln</td>
</tr>
<tr>
<td>New Jersey</td>
<td>Rutgers</td>
</tr>
<tr>
<td>Ohio</td>
<td>Ohio State University</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>Temple</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>Penn State</td>
</tr>
<tr>
<td>South Carolina</td>
<td>U of South Carolina</td>
</tr>
<tr>
<td>Tennessee</td>
<td>U of Tennessee Knoxville</td>
</tr>
<tr>
<td>Texas</td>
<td>U of Texas-Austin</td>
</tr>
<tr>
<td>Virginia</td>
<td>VCU</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>U of Wisconsin</td>
</tr>
</tbody>
</table>

References


**Working Group Report Addendum**

Authored by: Professors Cheryl Cooky, Phil VanFossen, Jay McCann and Vice Provost Frank Dooley.

Members of the Civics Literacy Working Group (CLWG) presented a proposal to the EPC at the February 11, 2020 meeting to establish a graduation requirement for civics literacy, which reads:

Establish a baccalaureate degree requirement for civics literacy. Students would meet the requirement by fulfilling the following: successful completion of a civics literacy exam and completion one of the following three options: 1) 3.0 hours of relevant course work (e.g., relevant introductory course in US politics, public policy, history or other course with civic knowledge content); or 2) successful completion of Center for C-SPAN Scholarship and Engagement modules; or 3) attendance at civics-related Purdue-hosted and -sponsored events involving a substantially equivalent number of contact hours.

The EPC minutes for that meeting read:

- The EPC members had questions as to what the logistics of moving forward with the implementation would look like if the civics literacy recommendations were approved.
- The EPC members recommended an environmental feasibility study. Cheryl Cooky said that the Working Group would like an opportunity to perform an assessment, come up with resolve for feasibility, and then come back to EPC.

Since then, several members from the CLWG--Professors Jay McCann, Phil VanFossen, and Cheryl Cooky, along with Vice Provost Frank Dooley--worked to obtain additional information. This addendum addresses two main questions: 1) academic issues related to the civics literacy requirement, and 2) operational and technical details related to the implementation.

Should the Senate pass the resolution to establish a graduation requirement for the baccalaureate degree, we advise the Provost to convene a group of key stakeholders and experts from across campus to work together on the logistics and details. Ideally, this work would commence in the summer 2020 and through the 20-21 AY year with an anticipated ‘start date’ of fall of 2021 (undergraduate students enrolling at Purdue West Lafayette in fall 2021 will be the first class to have the requirement).

**Administration Commitment**

In response to concerns about support from the Administration and resources, Provost Jay Akridge has assured the working group that the necessary resources to implement the graduation requirement will be allocated. Provost Akridge provided the following statement to be included in this report:

We appreciate the efforts of the Working Group on Civics Literacy and the graduation requirement that they have proposed. We also respect the desires of the Educational Policy Committee to ensure that resources will be available to support implementation of
the graduation requirement. Purdue administration is prepared to ensure that resources will be made available to support implementation of the civics graduation requirement. We recognize that many details are yet to be worked out on the specifics of the requirements, especially the ‘events option’. That said, we are confident that we can work together with the University Senate and our faculty to implement this set of graduation requirements in a way that supports the intellectual growth of our students in this important area.

The support for this initiative by Purdue administration has been made clear by the President and Board of Trustees on multiple occasions, so there is no question about administrative support for the initiative.

Need/Demand

A cohort of Purdue first year students is roughly 8,000. Currently, 40 percent of the students would meet the “plus” requirement by taking a civics-related course or by bringing AP credit. Of note, Purdue is bound to count AP credit, e.g., the AP credit for political science is equivalent to taking POL 101. We suspect that more students would choose these courses to meet the requirement. If that number were to rise to 60%, roughly 4,800 students would fulfill the requirement via a course, while the other 3,200 students would satisfy the requirement with the non-credit options of the C-SPAN modules or attendance at events.

Civics Literacy Test

More work is necessary to develop online instrumentation that is psychometrically valid and academically rigorous, in light of the variability in performance across ethnic and US/international groups that was observed in the preliminary BGR survey. The CLWG advises that additional campus experts in Statistics, Psychological Sciences, and/or the College of Education be consulted on the further development of instrumentation. Working group members Phil VanFossen and Jay McCann have expressed willingness to reach out to prospective consultants across campus, who would then constitute an “Instrumentation Development” task force under the direction of the Provost. The working group has made progress in this regard earlier this summer/fall (see BRG survey) which can be utilized to inform subsequent survey (test) development.

The Provost’s Office has ensured that the Vice Provost for Teaching and Learning, Office of the Dean of Students, ITaP and other relevant offices will have support to implement the test and ensure academic integrity. Faculty currently administer exams online. The University will need to establish a mechanism by which the test results can be recorded. This may be in ‘webcert’ or another platform to be determined by the working group convened by the Provost, pending a Senate vote. Purdue already offers hundreds of on-line courses, manages required training for faculty and staff that is delivered on-line, and regularly implements surveys of undergraduate students. While there will need to be work done on this specific exam, there are no technical barriers to implementing the civics test. In 2018, Florida legislated that all institutions of higher education require a civics test for baccalaureate graduation. The University of Florida, in response, developed an online version of the USCIS ‘citizenship test’ housed in Canvas (a
learning management platform). Preliminary results indicate few issues with this format at the University of Florida.

Course Option

The following is a list of suggested current courses that could fulfill the curriculum component of the requirement. There are possibly other courses that could also be added to the list. A civics literacy requirement could increase enrollments in these courses, with a possible corresponding decrease in enrollments of other UCC courses. We recognize some majors may have fewer degrees of freedom the plan of study, but we are confident students can still meet the ‘plus’ requirement with transfer/CSPAN/civic events. Moreover, we recommend tracking students to determine if adjustments are needed (for example, if there are disparities in access among students, such as low-income students being at a disadvantage as a result of work requirements preventing the attendance at non-curricular events, or possible differences in the types of students receiving AP credit).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Fulfills UCC for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 21000</td>
<td>Debating Public Issues</td>
<td>Humanities</td>
</tr>
<tr>
<td>COM 31200</td>
<td>Rhetoric in the Western World</td>
<td>Humanities</td>
</tr>
<tr>
<td>COM 41600</td>
<td>United States Politics and the Media</td>
<td>Humanities</td>
</tr>
<tr>
<td>COM 46400</td>
<td>American Political Communication</td>
<td>Humanities</td>
</tr>
<tr>
<td>HIST 15100</td>
<td>American History To 1877</td>
<td>Humanities and Science, Technology, and Society</td>
</tr>
<tr>
<td>HIST 15200</td>
<td>United States Since 1877</td>
<td>Humanities</td>
</tr>
<tr>
<td>HIST 38300</td>
<td>Recent American Constitutional History</td>
<td>Humanities and Science, Technology, and Society</td>
</tr>
<tr>
<td>POL 10100</td>
<td>American Government and Politics</td>
<td>Behavioral Social Sciences</td>
</tr>
<tr>
<td>POL 12000</td>
<td>Introduction to Public Policy and Public Administration</td>
<td>Behavioral Social Sciences</td>
</tr>
<tr>
<td>POL 37300</td>
<td>Campaigns and Elections</td>
<td>Behavioral Social Sciences</td>
</tr>
<tr>
<td>POL 46100</td>
<td>US Constitutional Law I</td>
<td>Behavioral Social Sciences</td>
</tr>
<tr>
<td>POL 46200</td>
<td>US Constitutional Law II</td>
<td>Behavioral Social Sciences</td>
</tr>
<tr>
<td>SCLA 20000</td>
<td>Cornerstones in Constitutional Law</td>
<td>Behavioral Social Sciences</td>
</tr>
</tbody>
</table>

Senate Document 19-13, which was discussed at the February 17, 2020 University Senate meeting, clarifies the learning outcomes for the five of the foundational outcomes. If approved, the proposal is for Human Cultures - Humanities to meet 4 of 7 possible learning outcomes. Number 7 states “Identify the history and the basic principles and operation of government in the United States or other countries.” Similarly, for Human Cultures – Behavioral and Social Sciences, number 6 states, “Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, civic, ethical, or global decisions and responsibilities.” Thus, the structure of the core curriculum anticipates courses that would meet a civics literacy requirement.
Members of the working group have begun reaching out to the relevant Department Heads. Initial conversations have indicated support for this initiative, and we anticipate cooperation as the civics literacy requirement is implemented.

The Deans have received updates of the working group’s efforts. At this time, no specific concerns or questions have been raised. The working group report will be shared by the Provost at the Dean’s meeting next Wednesday (March 4, 2020).

**C-SPAN Modules**

Professor Robert X. Browning confirmed the C-SPAN modules will be available in May 2020. Should the graduation requirement be approved by the Senate, the appropriate office would need to work with the Center for C-SPAN to ensure the distribution of the modules. Again, Purdue already delivers hundreds of on-line courses, so there are no technical barriers to making these course available.

**Events Options**

While we have work flows (the IT phrasing for processes) and technology in place to add courses as degree requirements, we only have limited examples of non-credit learning that are included as a degree requirement. That said, we currently can have a certificate that includes non-credit activity that ends up on the academic transcript (e.g., Learning Beyond the Classroom).

Purdue will need to determine out how to maintain and attest to the authenticity of the non-credit learning for 3,000 students via C-SPAN and civics-related events. It is important to note that while tracking non-credit activity is somewhat unusual for undergraduates at this time, we do offer a number of non-credit credentials through Purdue Online, so again, there are processes to build on for this specific requirement.

Other universities (Michigan State, Pitt) track non-credit graduation requirements. Initial conversations with MSU suggest a non-credit graduation requirement would require:

1. Identification of events. Both MSU and Pitt would say if it is high-stakes, a clearly identified entity responsible for its oversight is needed. This would be managed by Teaching and Learning at Purdue.
2. Attendance at events. Purdue has technologies to swipe or click in. Moving forward, working with ODOS will be necessary to address any integrity concerns. Purdue currently uses IDs to register students, faculty, and staff attending events, so there again, we have starting points for such processes.
3. A record of events attended by student will need to be maintained.
4. We will need to consider whether and how student attendance would be assessed.

Technologies:

1. The transcript. This can be done but it will need a workflow to pull in the verified data.
2. Tracking. Such software products are available. We currently have a product called Portfolium (and all students already have an account). It would need to be determined whether or not this would be the product used, but it is a starting point.

3. Calendar. The university calendaring is shared between Conferences and Marketing and Media. The tracking of events can be handled.

4. Student facing app. Purdue students expect mobile solutions. App should allow students to determine upcoming events, confirm requirement, etc. Pitt has a very nice app that seems to meet their needs. Something like this could be explored but is not contingent upon moving the graduation requirement ahead.

As Provost Akridge noted, “We recognize that many details are yet to be worked out on the specifics of the requirements, especially the ‘events option’.” Conversations and exploration of similar models at the University of Pittsburgh and Michigan State are underway.

Next Steps

The student regulations for Degree Requirements, as under consideration by EPC, are:

1. The completion of the requirements of a plan of study,
2. Resident study of at least 32 hours at the 30000 or higher level,
3. A minimum GPA of 2.00, and
4. Completion of the University Core Curriculum.

The proposal from the CLWG could either be added as a fifth requirement, or made part of the core curriculum. Advantages of the latter include the existence of a faculty governance structure to oversee the requirement as well as mechanisms in place to assess the effectiveness.

At a minimum, a unit in Teaching and Learning will need to be charged with managing the requirement. The resources and personnel needed will be determined by the group convened by the Provost, pending a Senate vote. It is important to note that if the graduation requirement were implemented as soon as Fall 2021, students will have until academic year 2024 (at the earliest) to meet the requirement, providing more than ample opportunity to ensure the requirement is implemented in full, consistent with the wishes of the University Senate.

Recommendation

Should the Senate pass the resolution to establish a graduation requirement for the baccalaureate degree, we advise that the Provost convene a group of key stakeholders and experts from across campus to work together on the logistics and details. Ideally, this work would commence in the summer 2020 and through the 20-21 AY year with an anticipated ‘start date’ of fall of 2021 (undergraduate students enrolling in fall 2021 will be the first class to have the requirement).

Again, we have assurances from the Provost that there will be support and infrastructure devoted to implementation (see: Administration Commitment).