Introductory Information

The Civic & Community Engagement (CCE) tag follows the student learning outcome: *Students will demonstrate knowledge and skills necessary to participate actively in civic and community life and identify issues underlying public policy.*

We have built our suggestions around two main sections in this document.

The first section (**Instructions for Faculty**) is for faculty to complete, focusing on narrative explanatio

Instructions for Faculty

Faculty should submit:
1. Course syllabus. The course syllabus will ideally include sequences of readings and course topics, assignment dates, and course grade breakdowns
2. 1 or more sample assignments related to civic and community engagement (CCE)
3. Narrative explanations responding to the questions below. Narrative responses should point as specifically as possible to discrete elements of the syllabus, course objectives, assignments, or planned community partnerships. Narrative responses should be no longer than 2 single-spaced pages (1,000 words) in total, not including syllabi or other materials.

Recommended supplemental material

Community partnerships are integral to CCE. As a result, faculty are encouraged to provide evidence of a community partnership or interest from community partners. Evidence can range from email communications to formal memoranda of understanding.

Area 1: Learning outcomes and course integration

How does CCE relate to course objectives and student outcomes?

How are students prepared for the CCE project?

- What practices, concepts, or strategies will you use to directly and intentionally prepare students for active civic participation in a diverse and democratic society?
- How are those practices, concepts, or strategies grounded in or extending from the ways of knowing related to your discipline or area of inquiry?
- How will you integrate the assignment into your course (e.g., readings, timeline, deadlines)?

What activities will you utilize to prepare students with knowledge, skills, values, and dispositions for active involvement in their future communities?

- How will you incorporate student reflection into the CCE project?
- How will you prepare students to adopt an asset-based approach to this work?
- What are the possible benefits to students, faculty, and/or community partners from this project?
- What are the possible risks to students, faculty, and/or community partners from this project?

Area 2: Civic and community engagement (CCE)

What are the engagement actions taken by students through which they will learn and/or apply course objectives, skills, and/or behaviors?

- What are the planned opportunities for students to work with community stakeholders outside of the classroom setting?

Provide evidence of partnerships or points of access that will facilitate your proposed project. Evidence could include formal MOUs, email correspondence, or existing relationships. Points of access could include direct contacts, committee memberships, or materials or meetings that are open to the public.

How will students share evidence of what they have gained and accomplished through their CCE?

- How will course activities adopt an asset-based approach to community interactions that forwards a desire for "mutual123mutgsk/,.haunʃi (vi)-2 (da-1 (t)-2 (ha)4.9(t)nc)-6(c)4l (t)-2 (i)om)-2 cheie

Rubrics For Reviewing Submitted Courses

Advisory subcommittee members will use the following rubrics when reviewing and providing feedback on faculty submissions. Each rubric connects to the ideas of the areas above.

A submission is deemed as meeting a suitable threshold when there is evidence in the "meets expectations" (right-hand) column in each area.

Area 1 Rubric: To be completed by the subcommittee		
Revisions Areas to change to meet criteria	**Criteria** Standards for civic and community engaged courses	**Meets Expectations** Evidence of target engagement
	Course integration Clear connection between CCE components/purposes and course objectives / student outcomes	
	Theoretically Grounded The CCE experience is based on best practices for the discipline.	

	The resulting knowledge or products are disseminated for or with the community.	

General comments and suggestions for consideration:

Area 3 Rubric: To be completed by the subcommittee		
Revisions Areas to change to meet criteria	**Criteria** Standards for civic and community engaged courses	**Meets Expectations** Evidence of target engagement
	Assessment expectations Clear description of how faculty will assess student performance in CCE	
	Substantial Component The CCE experience accounts for 30% of course time or grade.[1]	

General comments and suggestions for consideration:

Final remarks and decision, to be completed by the subcommittee:

Accept the course, as submitted, for CCE.

Suggested revisions to meet CCE requirements:

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[1] The rationale for CCE to account for 30% of course grade: To be tagged as a CCE course, the CCE component is an important piece. Students should not be able to "fail" or drastically underperform in the CCE component and still receive a strong grade. A basic expectation of 30% suggests that students must perform well in the CCE component in order to make an overall course grade of C or better.