

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 explanations of how their course syllabus and activities meet the requirements for a Civic & Community Engagement tag (CCE). This is meant to guide faculty through the areas that the subcommittee finds most important when considering a course for the CCE tag.

The second section (**Rubrics for Reviewing Submitted Courses**) is for the subcommittee to complete when reviewing submitted courses and associated documents. This document contains rubrics tied to faculty narratives. Subcommittee members will complete the rubrics, providing written feedback throughout the process as well as in a final decision about whether to accept the course for a CCE tag.

In addition, we have included space for a suggested glossary of terms.

Throughout, please keep in mind that for the purposes of the civic and community engagement attribute, SU follows the Carnegie Engaged Campus Classification. Carnegie defines community engagement as “the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity.”

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 “mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity”?
- What public presentations might students do that draw upon the preparation, action, and reflection stages of their experience?

Area 3: Course assessment

How will you evaluate, assess, or grade the CCE component?

What evidence will show that students have the opportunity to meet learning objectives?

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.	
	Academic/Intellectual Goal The engagement integrates, builds, and/or applies academic knowledge for students.	

General comments and suggestions for consideration:

Area 2 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
	Partnership The proposed project involves collaboration with community partners, whether established or in development	
	Outcomes for Partners The CCE experience results in a beneficial outcome or deliverable for the public, community, and/or partner(s).	
	Dissemination	

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

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.