

Appendix A: Civic and Community Engagement Category Course Submission Requirements and Evaluation Criteria and Rubrics

COURSE SUBMISSION REQUIREMENTS

Course Submission Requirements

Minimum Required Materials for GEOC Review (per GEOC Standing Rules):

1. Cover Letter/Rationale/Justification
 - a. Rationale must include sound justification as to why this course meets the requirements for the Civic and Community Engagement (CCE) category. The originator must demonstrate how the course will teach to and assess the Student Learning Outcomes assigned to the CCE category.
 - i. CCE SLO: Students will demonstrate knowledge and skills necessary to participate actively in civic and community life.
 - b. CCE category-specific list of criteria follow.
2. Course Syllabus
3. Example Assignment(s)
4. Example Assessment(s)

Civic and Community Engagement Category-Specific Materials/Responses:

1. Recommended supplementary 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.
2. Narrative explanations responding to the questions below (Area 1, 2, 3). 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.

Area 1: Learning Outcomes and Course Integration

How does CCE relate to course objectives and student outcomes?

How are students prepared for the CCE component?

- 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 component?
- 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 component?
- What are the possible risks to students, faculty, and/or community partners from this component?

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 component. 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?

COURSE PROPOSAL EVALUATION CRITERIA AND RUBRICS

GEOC Advisory Subcommittee members will use the following rubrics when reviewing and providing feedback on faculty submissions for CCE. 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 component 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.	

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.