

# **Faculty Worksheet on 10 Themes of Civic Engagement Course Design/Redesign**

## **1. Values/ Background**

1. Your underlying values/background related to civic engagement
  
  
  
  
  
  
  
  
  
  
2. Your students' values/background related to civic engagement. Or, how will you find out?
  
  
  
  
  
  
  
  
  
  
3. Campus or Department values/ mission related to civic engagement
  
  
  
  
  
  
  
  
  
  
4. Potential community partner(s)'s values/mission:
  
  
  
  
  
  
  
  
  
  
5. Notes about connections/disconnections

## 2. Goals/Outcomes

1. What specific outcomes/goals do you have for the course (student, department, community)?
2. What outcomes/goals can be facilitated by civic engagement component? “traditional” components? Both?
3. What specific kind of civic engagement activities (service-learning, community-based research, public scholarship) can help you meet those goals? Why?
4. What structure of civic engagement activities can best help you meet the goals: optional or required; group or individual? One partner or many? Why?

### **3. Community Partnership**

1. What community partner(s) might best match course goals (or allow you to adapt course goals in positive ways)?

- Values/Mission
- Structure of program and supervision/contact
- Stakeholders and relationship between “community” & community partner
- Relationship/history with college, students, or you; “length” of partnership required

2. What is the potential benefit to the community partner?

3. How much of a direct involvement in campus-community organization will the partnership require and by whom?

## **4. Preparation / Orientation**

1. What preparation do you need for the course? Who will do this?
  
  
  
  
  
  
  
  
  
  
2. What preparation do your students need for the course? Who will do this?
  
  
  
  
  
  
  
  
  
  
3. What preparation do your community partner/(s) need for the course? Who will do this?
  
  
  
  
  
  
  
  
  
  
4. Who will ensure ethics/responsibility? How? What are the particular ethical/responsibility questions inherent in this particular class?

## 5. Integration

1. How will your readings, lectures, field trips, etc., be integrated with civic engagement component? Kept distinct?
2. How will the experiences/expectations of students and of community partner(s) change as a result of the civic engagement experience? How will your expectations and experiences change? Where are you flexible and where are you not flexible?
3. How will you factor in the unexpected and unintended?
4. Where is the “fun” and meaning in this for you, the student, and the community partner?

## 6. Reflection / Process

1. What specific goals do you have for the reflection?
2. How methods will you use for your students to reflect and process their civic engagement work (journal, conversation, small group, electronic) and reach those goals?
3. Who will have access to the student reflection/process? (Is it personal, group, public?) And who is included in the reflection?
4. Specifically, how will you evaluate the reflection?

## **7. Assessment/Benchmarks**

1. What does success mean in the context of this course?
2. Are there benchmarks to success that you can set up?
3. How will you know if you are being successful? And when will you know?
4. How will students know if they are being successful? And when will they know?
5. How will community partners know if they are being successful? And when will they know?

## 8. Evaluation

1. How will students be evaluated? When? By whom?
2. How will the partnership be evaluated? When? By whom?
3. How will the overall course be evaluated? When? By whom?
4. Who is stakeholder in the evaluation? (Grant, Tenure Review File, Dept.)  
Are there ramifications?

## 9. Product

1. What kind of end-product(s) is the best match for the course?
2. Who is the audience(s)?
3. Who will have access to the end-product? Feedback on the end-product?  
"Ownership" of the end-product?
4. Will the end-product be adapted after the course?

## 10. Celebration and Recognition

1. How will the story of the course be told?
2. Is there a safety net? Is there a next step/ next life for the project?
3. What would it mean for you, your students, community partner to feel valued?
4. Who needs credit and thanks? How?