UNIVERSITY OF
SOUTHERN MAINE

University of Southern Maine
USM Digital Commons

Maine's Metropolitan University

Institutional Memory

2015

Community Engagement Course Revision Exercise

USM Engaged Department/Faculty Fellows Institute

Follow this and additional works at: https://digitalcommons.usm.maine.edu/mu

Recommended Citation

USM Engaged Department/Faculty Fellows Institute, "Community Engagement Course Revision Exercise" (2015). *Maine's Metropolitan University*. 31.
https://digitalcommons.usm.maine.edu/mu/31

In the process of revising an existing course (or designing a new one) to include civic and/or community engagement outcomes, it is helpful to consider the following issues. Try to address them *as specifically as possible*.

1.   Identify both the learning objectives of the course as it presently exists *and* the ways in which the engagement goals defined by your department can be added to reinforce, deepen, and/or complement the current learning objectives. It might be helpful to identify student learning outcomes related to "civic" knowledge, skills, values, and/or motivations.

2.   Identify important assessment goals related to the community engagement outcomes and any community-based work. Identify both the academic and "engagement" competencies students should be able to demonstrate—and you should be able to evaluate—as a result of that work.

3.   Identify at least one public policy (or community) issue to which both the course and related community engagement activities could be connected. How could both the course and the activities help advance civic learning outcomes and prepare students for participation in the public life of the communities to which they belong?

4.   What kinds of community engagement activities—e.g., community- or campus-based service, simulations/dialogues/model practices, or community-based research—would be appropriate to achieving the learning outcomes of the course?

5.   What concrete benefits would the community engagement activities provide for the course's community partner(s) and/or the larger community in general?

6.   What would be the best format for the course's community engagement component: a) mandatory, elective, or extra credit; b) short-term or long-term; c) individual or group? Explain your choices.

7.   If an existing course, would you need to make adjustments to the course's existing workload to accommodate these additional community engagement learning outcomes or activities? How will you do this?

8.   How would you need to prepare your students—(a) conceptually, (b) personally, and (c) practically for their community engagement work? Should anyone else be involved in the preparation process?

9.   Identify at least one assignment (in or out of class) that would help your students analyze or reflect on their engagement activities vis-à-vis key course concepts, concerns, and objectives.