**Civic Engagement Course Design/Redesign for Faculty**

(Adapted from a document created by Paul Schadewald, Macalester College for the HHMI supported workshop on Science and Civic Engagement at Carleton December 2013 by Adrienne Falcón)

**Goals/ Outcomes**

1. What specific outcomes/goals do you have for the course (student, department, community)?
2. What outcome/goals can be facilitated by the 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 these goals? How?
4. What structure of civic engagement activities can best help you meet these goals: optional or required; group or individual? Will it be a large component of the course or a small one? One partner or many? Why?

**Community Partnership**

1. What community partner(s) would best match course goals (or allow you to adapt course goals in positive ways)? (Elements to consider when developing the collaboration: Values/Missions, structure of program and supervisor/contact, relationship/history with college, students, or you; “length” of partnership required, stakeholders and relationship between “community” & community partner)
2. What are your expectations or hopes for your community partners’ involvement in your course and /or project?
3. What is the potential benefit to the community partner?
4. How will you clarify the roles of each of the key stakeholders (community partner, faculty, and students) within the project?

**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 does your community partner/(s) need for the course? Who will do this?
4. Are there particular ethical, social, or cross cultural sensitivity questions inherent in this particular class or project? How could you navigate these? Do you need additional support with this?

5.) What resources do you need for the course? For example funding, web support, PEPS or transportation?

**Integration**

1. How will your readings, lectures, field trips, etc., be integrated with the civic engagement component and vice versa?
2. How will your community partners, students, and experience/expectations change as a result of the civic engagement experience?
3. Will you scaffold the civic engagement experience? If so how?
4. How will you factor in the unexpected and unintended? Where are you flexible and where are you not flexible?
5. Where will you, the student, and community partners find enjoyment and meaning in this experience?

**Product**

1. What kind of end-product(s) is the best match for the course?
2. Who is the audience of the end-product?
3. Who will give feedback on the end-product?
4. Who has “Ownership” of the end-product?

**Reflection/Process**

1. Do you plan to include reflection about the civic engagement process? If yes, what are your specific goals for the reflection?
2. What methods will you use for your students to reflect and process their civic engagement work: journal, conversation, small group, and/or electronic to reach these goals?
3. Who will have access to the reflection?
4. How will you evaluate the reflection?

**Assessment/Benchmarks**

1. What does success mean in the context of the civic engagement component?
2. What does success mean in context for the civic engagement project?
3. Are there potential benchmarks to success that you can set up?
4. Will you know if they are being successful? And how will you know?
5. Will the students know if they are being successful? And how will they know?
6. Will community partners know if they are being successful? And how will they know?

**Evaluation**

1. How will students be evaluated on the civic engagement component? When? By whom? Will students complete a self-evaluation?
2. How will the partnership be evaluated?

**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, and your community partner to feel valued?
4. Who needs credit and thanks? How?