

**INTEGRATING CIVIC ENGAGEMENT INTO FACULTY LIFE
AMERICAN ASSOCIATION OF COLLEGES AND UNIVERSITIES
NOVEMBER 9, 2006
COURSE REVISION EXERCISE**

COURSE REVISION PROCEDURES

In the process of converting a traditional course into its service-learning equivalent, consider the following items. Try to address them *as specifically as possible*.

1. Identify both the objectives of the course as it presently exists *and* the ways in which community-based activities could reinforce, deepen, broaden and/or complement those objectives. Note: The value of these activities may be content-specific or related to more generic outcomes such as critical thinking, appreciation of diversity, enhanced communication skills, and leadership skills.

Original objectives:

Value added by community-based activities:

2. What kinds of community-based/public sector organizations might be able to facilitate the activities envisioned in #s 1?

3. What *concrete benefits* would the community-based activities provide for the course's community partner(s) and/or the larger community in general?

4. What would be the best format for the course's community-based activities: (a) mandatory or elective; (b) single or multiple engagements; (c) individual or group? Explain your choices.

Mandatory/Elective **Reason:**

Short-term/Long-term **Reason:**

Individual/Group **Reason:**

5. Would you need to make adjustments to the course's existing workload to accommodate community-based activities? Is there anything apart from those community-based activities you would want/need to redesign to accommodate better a focus on civic and community engagement?

Adjustments/Substitutions:

6. How can you best prepare your students both (a) conceptually – i.e., with regard to course content – and (b) personally – i.e., with regard to stereotypes, basic skills, anxieties and concerns – for their community-based work? Should anyone else be involved in the preparation process?

Conceptual preparation:

Personal preparation:

Preparation assistance:

7. Identify some of the topics your students will need to analyze or reflect upon in order to learn effectively from their community-based activities.

8. (a) What specific contemporary issues and policy questions will the new course help students better understand? (b) How can the new course help prepare students for democratic dialogue and public decision-making regarding those issues and questions?

9. Identify important assessment goals related to the community-based work. Identify both academic and civic/personal competencies students should be able to demonstrate – and you should be able to evaluate – as a result of that work.

Academic competencies:

Assessment tools:

Civic/personal competencies:

Assessment tools: