

Community Engagement Pathway Certificate

Program Description

The Community Engagement Pathway is designed to foster civic engagement and a commitment to the public good. Through pathway courses, students become involved in community projects designed to meet authentic public needs. Such projects may include direct service, advocacy, research, and/or community organizing. Community-engaged learning's basis in experience is essential to courses in this pathway; students engage in projects where the learning is augmented by performing activities in community with others, and in reflecting on those activities. Engagement with the community is also connected to curricular goals through critical reflection on the root structural issues and ethical dilemmas faced by citizens in our diverse society.

Goals for the Community Engagement Pathway:

1. **Communication:** Students will demonstrate the ability to use verbal and/or written communication skills to address community issues and/or advocate for social change.
2. **Critical and Analytical Thinking:** Students will demonstrate the ability to critically reflect on and analyze the connections between academic content and community engagement.
3. **Diversity:** Students will demonstrate the ability to apply their understanding of issues of culture, diversity, structural inequities, and/or social justice in order to collaborate with marginalized and/or distressed communities.
4. **Ethical Choices:** Students will demonstrate a clarified sense of civic identity and commitment to community when making decisions individually and with others.

Sample Student Learning Outcomes and Assessment Rubrics for each Goal

(Courses in this program should provide at least two student learning outcomes for each goal, as well as relevant assessment measures.)

Communication Sample SLOs:

1. Students will communicate in a way that is sensitive to the needs and perspectives of communities with whom they communicate.
2. Students will present solutions to issues in the community within appropriate, socially aware, ethical and legal limits.
3. Students will critically evaluate communication performances in community contexts.

Critical and Analytical Thinking Sample SLOs:

1. Students will critically evaluate the stereotypes that drive public opinion of policy recipients and social policy.
2. Students will evaluate public policies and provide meaningful feedback to policymakers.

3. Students will integrate credible sources as examples of strategies for bringing about urban social change.

Diversity Sample SLOs:

1. Students will demonstrate awareness of both the diversity and the commonality of human experiences, and of the particular concerns of people whose experiences have been different from their own.
2. Students will identify patterns of inequality and conflict that underlie the American political system.
3. Students will recognize community assets and work across differences to build a socially just community.

Ethical Choices Sample SLOs:

1. Students will articulate the differential impact of civic work on their selves (as gendered, raced, classed, etc. “subjects”), on community members, and on public servants (e.g., urban teachers or social workers or public policy professionals, etc.).
2. Students will invest in a vision for community change that includes a belief that change is possible and that they are powerful enough to effect that change.
3. Students will develop frameworks and methodologies to help them think ethically about peace and conflict and show how these frameworks apply to their community engagement work.

Sample Assessment Rubric (Adapted from AACU Rubrics):

	4	3	2	1
Communication	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
Critical and Analytical Thinking	Critically and carefully evaluates the role of context and the assumptions of oneself and others when making any points	Identifies relevant assumptions and contextual elements	Inconsistently maintains awareness of the role of context and assumptions	Awareness of contexts and assumptions is mostly absent

Diversity	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Ethical Choices	Provides evidence of experience in civic engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic engagement activities and does not connect experiences to civic identity.