ENGAGED CURRICULUM GRANTS

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OVERVIEW AND DEFINITIONS:

Engaged Cornell aims to enhance student learning, personal development, professional preparation and curriculum development through active partnerships that serve the contemporary needs of communities.

This RFP particularly seeks to create, expand and strengthen community-engaged curricula (majors and minors) by funding teams of faculty to integrate community-engaged courses or learning experiences into curricula. Engaged Curriculum Grants enable departments, programs, and collaborative cross-disciplinary groups to enrich diverse Cornell curricula by developing and learning from varieties of community engagement. In addition to funding, teams receiving grants will also be supported by expert staff and faculty peers throughout the university.

Proposals are invited from any field of study to design or strengthen courses that connect the methods and inquiries of their disciplines with a relevant public venue, context, or challenge, by collaborating with a partner or community toward goals of mutual interest. Successful proposals will present an understanding of the intersection of community engagement with teaching, learning, and knowledge-creation, including narratives describing how learning outcomes will be reached, the mutual benefits to the partnership, and sustainability of the course(s) beyond the grant period.

Community engaged learning is founded upon collaborative relationships between faculty and partners or communities. Key definitions are given below. Suggested models are given in the appendices; however, these models are not meant to be prescriptive. There is no restriction on the geographic location of the partnership.

Successful proposals will describe curricula that support learning outcomes specific to the major or discipline, and in addition, one or more of the following personal and professional learning outcomes (defined in the appendices):

- Civic Engagement
- Critical Reflection
- Ethical Practice
- Integrative Learning
- Intercultural Competence

Engaged Curriculum Grants do not support:

- individual faculty endeavors
- community-engaged activities that are not intentionally designed to support the learning outcomes of a curriculum
- activities that are not intended to be sustained beyond the period of the grant.

DEFINITIONS

Community Engagement. Community engagement describes the collaboration between Cornell and our larger communities (local, region/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

Partnership. Partnerships are ongoing long-term relationships, in which each partner brings individual goals, needs, assets and strategies, and through collaborative processes blends them into common goals and outcomes.
Community. Community is defined broadly as a “group of people with diverse characteristics who are linked by social ties, share common perspectives, or engage in joint action in geographical locations or settings.” Although not all communities are defined by geography, geographical communities may be local, regional, national, international, or global. Examples of communities involved in academic partnerships include, for example, a neighborhood, town, government office or program, non-governmental organization, school, not for profit organization, small business, museum, civic group, labor union, cancer support group network, health facility or an industry partner.

Sources:


The Carnegie Foundation for the Advancement of Teaching “Documentation Framework FAQs”
http://classifications.carnegiefoundation.org.descriptions/ce_faq.php
TYPES OF ENGAGED CURRICULUM GRANTS

- **Planning Grants** (1 year) for the purpose of *exploring a new* partnership that would serve as the basis for a course or *exploring a new* course concept from an existing partnership, maximum of $10,000

- **Development Grants** (one year, renewable for one year), for the purpose of
  - *developing and implementing* a curricular concept created with a Planning Grant,
  - *or creating new*, departmentally based curriculum *from an existing partnership*.

  Teams should incorporate plans to collect data from the new course offering and to publish findings and conclusions drawn from data collected. Maximum of $80,000 in the first year.

- **Advancement grants** (1 year) for *existing community-engaged courses* that articulate a clear goal for further development of their program. For example, Advancement grants may propose to
  - develop strategies and plans to grow the number of students involved in a course
  - supplement an existing course with other curricular offerings
  - introduce interdisciplinary collaboration
  - make the learning outcomes clearer by improving definitions of learning goals
  - develop a rigorous tool for assessing outcomes and/or impacts

  Maximum of $60,000

Total funding for a project will not exceed $150,000 over four years (any combination of funding).
Engaged Curriculum Grants Program: Which is right for my department or field?

Does your department/field team have an existing Community-Engaged Curriculum?

- Yes
  - Does your team want to systematically improve it?
    - Yes: Advancement Grant
    - No: No further action needed

- No
  - Does your team have a plan ready to implement?
    - Yes: Development Grant
    - No: Planning Grant

Development Grant

Planning Grant

Was your planning fruitful?

Yes: Yes, Submit final report
No: No, Submit final report
ELIGIBILITY

Proposals will be submitted by departmental or cross-disciplinary teams comprised of faculty members together with a representative of the community partner, or the organization that is facilitating the partnership. Teams of three or more members will be comprised of 50% or more tenured/tenure-track (TTT) faculty.

Engaged Curriculum Grants will be embedded within or integrated with a major, minor, or a graduate field in order to address major/minor/graduate field curricular goals. Collaboration with other colleges/schools is encouraged. In such collaboration, larger teams will be involved and the team composition from each collaborating unit should follow the conditions above (teams of three or more, 50% TTT from each department). The faculty member leading a collaborative project must be a member of the department submitting the grant application.

Non-academic units of Cornell (e.g. centers, institutes, programs, extension divisions, museums, laboratories) may participate with faculty from an academic unit.
APPLICATION PROCESS AND TIMELINE

Department teams are encouraged to consult with Engaged Cornell leadership at any time during the application process. The timeline for the 2015 call for proposals is diagrammed below.

1. **Submit LOI**
   - by Feb 10

2. **Receive Feedback on LOI**
   - Feb 21-28

3. **Submit full application**
   - by April 30

4. **Notification of awards**
   - June 15

5. **Earliest start date for approved awards**
   - July 1
The Letter of Intent (LOI)

To apply for an Engaged Curriculum Grant, a project team must prepare a Letter of Intent (LOI).

The LOI should be two pages in length. Please state which type of grant you intend to apply for. (See types of grants, above.) The first page should describe the team preparing the application, the curriculum involved (e.g. which major, minor or professional program), the form and purpose of the community engagement, and the community partner(s). The second page should include endorsements from Dept. chairs or Director(s) and College Dean(s). Endorsements should explain how your LOI relates to other engagement efforts of your unit(s), including other LOI.

Attendance at a 1 hour information session in which information regarding the goals of the program is strongly recommended prior to submission of a Letter of Intent. A schedule of information sessions will be posted when available at http://blogs.cornell.edu/engagedcornell/loi/.

Engaged Cornell staff and Public Engagement Council members will initially review and provide feedback on, but not accept or reject, submitted LOIs.

Because the number of awards in the first year is limited, colleges are encouraged to consult internally as LOIs are developed in order to strategize and prioritize their applications.

Having received feedback on the LOI, departmental teams may proceed to develop a full application. At this time, workshops will be available to provide guidance and support for grant preparation. Prospective applicant teams are required to attend one 90-minute workshop. Upcoming grant workshops will be posted at http://blogs.cornell.edu/engagedcornell/loi/ when available.
ADDITIONAL REQUIREMENTS FOR GRANT RECIPIENTS

If your grant is funded, your team will be required to participate in the following professional development programs offered by Engaged Learning + Research.

1. A summer two-day Community-Engaged Learning institute
2. A three-hour fall meeting to support the work of the team and report progress
3. A three-hour spring meeting to support the work of the team and report progress, including outcomes.

Sessions will provide opportunities for interaction and learning among peers from different departments. Content for these sessions will include programmatic and pedagogical support, including assistance in formulating a community-based program partnership, developing a syllabus, formulating learning outcomes, organizing course content, and creating meaningful assessments. Resources related to professional development, scholarship, and publication will be provided. Teams will be linked to relevant expertise across the university (e.g., the Center for Teaching Excellence, Cornell Abroad, etc.) to assist them as needed throughout the year.

EXPECTATIONS AND DELIVERABLES

1. Attendance of team members at the three meetings described in “Additional Requirements for Grant Recipients”.
2. Curricular plans, course materials, and approaches to community engagement to be shared broadly across campus and in structured settings in the larger realm of higher education.
3. Documentation and evaluation of the partnership, using a Partnership Assessment Tool to be provided by Engaged Cornell.
4. For Development Grants of longer than 1 year, annual progress reports, including outcomes.
GENERAL GUIDELINES FOR ENGAGED CURRICULUM GRANTS

BUDGETING

Research equipment and capital projects are not allowable expenses for any funding mechanism.

Planning grants:

Planning Grants of one year duration will provide teams with up to $10,000 to afford budget relief to the department for staff/student/grad assistant activity in the planning process, for travel to/for community partners in order to coordinate planning, or other necessary expenses.

Development grants:

Development grants will provide teams with up to $80,000 in the first year, with a renewal opportunity for up to $60,000 in the second year, for the purpose of developing and implementing a new curricular concept. Development grants may follow a successful Planning Grant, or may create new curriculum from an existing partnership.

Budgets for Development Grants will follow these guidelines

- **Faculty support.** Each faculty member applicant will be granted no more than $5,000 to support his/her research or other university activities, as long as these are directly relevant to the course under development. Not to exceed $20,000 per year.
- **Department/Unit Support.** The department/unit(s) will be provided with funding (shared in the case of multiple departments or units) to partially offset the new Engaged Cornell effort. At the discretion of the department(s) funding may be applied toward teaching relief during the period of the grant, graduate teaching support, other forms of budget relief related to the grant, or piloting the course. However Engaged Cornell will not commit to supporting a course beyond the period of the grant. Not to exceed $40,000 per year
- **Operating budgets** to include funding for student interns, graduate assistants, and/or academic staff to assist with course development, funding for travel to the partner or vice versa, support for the partner, and establishment of support structures. Not to exceed $40,000 per year.

Advancement grants:

Advancement grants of one year duration will provide up to $60,000 and are intended to strengthen existing community-engaged curricula (majors, minors, fields) through innovations in coursework, increased participation, or improving assessment of student learning, community outcomes, research on the impact of the work on the issue or community, or the partnership itself.

Budgets for Advancement Grants will follow these guidelines
• **Department/Unit Support.** The department/unit(s) will be provided with funding (shared in the case of multiple departments or units) to partially offset the new Engaged Cornell effort. At the discretion of the department(s) funding may be applied toward teaching relief during the period of the grant, graduate teaching support, other forms of budget relief related to the grant, or piloting the course. However Engaged Cornell will not commit to supporting a course beyond the period of the grant. Not to exceed $40,000 per year

• **Operating budgets** to include funding for student interns, graduate assistants, and/or academic staff to assist with course development, funding for travel to the partner or vice versa, support for the partner, and establishment of support structures. Not to exceed $40,000 per year.
REVIEW PROCESS AND SELECTION CRITERIA

LOIs will be reviewed/discussed by Engaged Cornell Leadership together with a subcommittee of the Public Engagement Council.

Full grant proposals will be reviewed by a subcommittee of the Public Engagement Council. Awards will be made by the leadership of Engaged Cornell.

Applications will be evaluated according to the following criteria:

1. Proposed impact of the course(s) on departmental teaching with evidence of collaboration among departmental faculty
2. Clear collaborative role of community partner(s) and description of the planned benefits of the partnership to the communities of interest
3. Clear statement of learning outcomes, along with descriptions of how the community engagement(s) are designed to affect student learning
4. Integration of the community engagement into the curriculum (i.e. major, minor, or degree program); for example, through preparatory and integrative courses or course elements
5. Number of students and proportion of eligible students expected to participate in the community engagement. A central goal of Engaged Cornell is to provide opportunities for community-engaged learning to all Cornell students. Proposals that effectively address the challenge of scale and access, while also creating high-quality experiences, will be favored.
6. Strategy for assessing outcomes for students, partners, and community members
7. Justification for costs of course implementation and plan for sustaining the community engagement beyond the period of the grant award
INSTRUCTIONS FOR PLANNING GRANTS

The proposal should be submitted online at http://blogs.cornell.edu/engagedcornell/proposals/, and should contain the following information, within the space limits described on the form.

1. Names of department(s) or graduate field(s) and college(s)
2. Names of team members and their affiliations
3. Abstract: executive summary of the proposal that conveys its rationale, key features, goals, and intended benefits to students, faculty research/scholarship, and the community partner
4. Major, minor, concentration, degree program, or graduate field that is the focus of the planning
5. Configuration of team and roles of team members
6. Description of the community partnership. Rationale for proposed type of community partner, the role the partner will play in developing the plan, and potential benefit to that community
7. Proposed structural model and learning outcomes (See page 18 of this document)
8. Project timeline
9. Budget justification aligned directly with budget categories
10. Endorsements from the department chair or unit director and dean, as described for the LOI
INSTRUCTIONS FOR DEVELOPMENT GRANTS

The proposal should be submitted online at [http://blogs.cornell.edu/engagedcornell/proposals/](http://blogs.cornell.edu/engagedcornell/proposals/), and should contain the following information, within the space limits described on the form.

1. Names of department(s) or graduate field(s) and college(s)
2. Names of team members and their affiliations
3. Abstract: executive summary of the proposal that conveys its rationale, key features, goals, and intended benefits to students, faculty research/scholarship, and the community partner
4. Major, minor, concentration, degree program, or graduate field that is the focus of the grant
5. Configuration of team and roles of team members
6. Estimated number and type of students targeted by the proposal
7. Description of the community partnership. Rationale for proposed community partner, the role the partner will play in designing and delivering student activities, and potential benefit to that community.
8. Course description including the model, intended learning outcomes (what participants will leave the course knowing or being able to do) and proposed level of achievement
9. Proposed integration of the community engagement into the curriculum (i.e. major, minor, or degree program); for example, through preparatory and integrative courses or course elements
10. Plan for developing assessment tools for the proposed course. Include consideration of impacts on students, faculty participants, and community partners, issues or their constituents (e.g. how you will measure what participants have learned or accomplished). This guidance will be provided by The Center for Engaged Learning + Research.
11. If research by students and/or faculty is incorporated into the structural model, describe plans for evaluating and reporting research results. If students will be conducting research, describe their activities, supervision, and the goals of the research experience. If the research involves community participation/data, describe their involvement and potential benefits/outcomes.
12. Description of research funding that complements the community-engaged learning activities proposed
13. Description of any comparable or related course offered on campus and opportunities to partner with other departments
14. Description of any enabling technologies that are under consideration for teaching this course (e.g., Web conferencing, on-line learning, electronic presentations, video, etc.)
15. Project timeline
16. Budget, formatted into categories as described in General Guidelines for Curriculum Grants Budgeting
17. Budget justification that is aligned directly with budget categories
18. Description of strategy to support the program after the grant ends
19. Description of the plan for securing the necessary approval from college or department curriculum committee(s) for implementation of the course proposed
20. Endorsements from the department chair or unit director and dean, as described for the LOI.
21. Letter of collaboration from the partner(s)
INSTRUCTIONS FOR ADVANCEMENT GRANTS

The proposal should be submitted online at http://blogs.cornell.edu/engagedcornell/proposals/, and should contain the following information, within the space limits described on the form.

1. Names of department(s) or graduate field(s) and college(s)
2. Names of team members and their affiliations
3. Abstract: executive summary of the proposal that conveys its rationale, key features, goals, and intended benefits to students, faculty research/scholarship, and the community partner
4. Major, minor, concentration, degree program, or graduate field that is the focus of the grant
5. Configuration of team and roles of team members
6. Estimated number and type of students targeted by the proposal
7. Description of the community partnership. Rationale for proposed community partner, the role the partner will play in designing and delivering student activities, and potential benefit to that community.
8. Course description including the model, intended learning outcomes (what participants will leave the course knowing or being able to do) and proposed level of achievement
9. Proposed advancement of the existing community engagement. State clearly in what aspects you aim to improve your community-engaged curriculum, and how you will achieve those aims in a one-year project period.
10. Description of research funding, if any, that complements the community-engaged learning activities proposed
11. Budget, formatted into categories as described in General Guidelines for Curriculum Grants Budgeting
12. Budget justification that is aligned directly with budget categories
13. Description of strategy to support the program after the grant ends
14. Description of the plan for securing the necessary approval from college or department curriculum committee(s) for implementation of the course proposed
15. Endorsements from the department chair or unit director and dean, as described for the LOI
16. Letter of collaboration from the partner(s)
**Engaged Cornell—Learning Outcomes**

*Civic engagement* promotes adjustments in attitudes and beliefs by working within and learning from the diversity of communities and cultures. It connects and extends knowledge from academic study to civic life, politics, and government and promotes engagement in those arenas. Through the civic engagement of our students, we cultivate independence of thought and action, initiative in team leadership, and reflective insights or analyses about the aims and accomplishments of engaged actions.

*Intercultural competence* is fundamental to a democratic society, both locally and globally, and it is an institutional priority for Cornell. Cornell’s core diversity principles do not only include the composition of our campus, but also go beyond that to explicitly focus on *engagement* with diversity, inclusion of all people in our campus life, and support of achievement. In the context of community engaged learning, our mission is to foster mutually rewarding relationships that are the foundation of socially relevant research and teaching. Examples of such partnerships include participatory-action research—in which community partners participate in framing research questions and evaluating solutions—and service-learning partnerships that provide mutual rewards to community members, as well as Cornell students.

Diverse relationships are powerful tools for understanding multiple perspectives on questions, issues, and events. They nurture us toward Cornell’s longstanding value of “thinking otherwise.” Within the academy, diverse perspectives also come from the academic disciplines, which train our minds to view the world through particular sets of concepts, skills, or types of knowledge. Community-engaged learning challenges us to practice *integrative learning* and synthesize multiple perspectives—including diverse worldviews and academic disciplines—by cultivating skills such as stakeholder analysis, appreciative inquiry, and multidisciplinary research. Perspective taking, or the capacity to “put ourselves into someone else’s shoes,” is central to the concept of empathy.

*Critical reflection* is the means by which we construct knowledge and gain understanding from experiences such as community engagement. Through reflection, we pause from action to critically consider the connections among experience, knowledge, values, and emotions. Reflection not only happens in our minds, but also becomes richer and clearer through writing and supportive discourse with peers and mentors. High quality community engaged learning experiences embed structured reflective practice and feedback before, during, and after the experience. Developing consistent and systematic reflective habits is the basis for lifelong learning.

Ethics connects the outer dimension of understanding institutional, cultural, and moral standards and the inner dimension of developing one’s own core beliefs and ethical practices. *Ethical practice* results from an ongoing reflective process involving judgment, decision-making, and action, integrated across the realms of personal, academic, professional, and civic life. Community engagement is high impact because it requires the student to attempt ethical practice (i.e., service) and experience the challenge of it—not vicariously but directly. A well-educated ethical person appreciates the connection between one’s actions and the well-being of communities and society and is able to act accordingly.
USEFUL INFORMATION FOR DEVELOPING PROPOSALS

Proposals should include, as outlined below:
1. A **structural model**—samples follow; others may be proposed.
2. **Learning outcomes** relevant to the course or project; sample rubric follows.
3. A proposed **partnership**—describing the reciprocity and involvement of both partners in establishing and assessing the learning outcomes.

**SAMPLE TEMPLATES** follow.

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1. **STRUCTURAL MODELS**
The following sample models indicate the range of learning structures that may be supported by an Engaged Curriculum Grant. These are exemplary, rather than prescriptive; other models may be suggested.

**Course-based service activity**
Community engagement that combines classroom teaching (before and/or during and/or after the service) with community partner-based service activity related to academic learning goals.

**Team-based learning or research project**
Team-based project in learning or research designed and executed in collaboration with community partners to understand and analyze issues jointly identified by faculty and community members.

**Collaborative creative/artistic work**
Mentored creative or artistic projects designed and executed in collaboration with community members that address or express community interests while enhancing creative scholarship.

**Mentored internships**
Mentored internship programs--within community-based organizations, governmental organizations, or industries serving communities--which are relevant to curricular goals and which enrich student learning.
2. LEARNING OUTCOMES and levels of achievement

The following learning outcomes describe emerging, proficient and exemplary achievement criteria for learning, which express particular learning values relevant to community engaged learning. Proposals should apply one or more of these to their template, indicating the projected level of achievement for their course or project.

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<tr>
<th></th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Emerging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic engagement</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Integrative</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>learning</td>
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<td>Inquiry and</td>
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<td>analysis</td>
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In all these educational contexts, students attain the ability to connect and extend knowledge from academic study to community engagement and to life in the workplace and the political realm, and in social and cultural communities.

In this course, students attain the ability to compare life experiences and academic knowledge, to infer differences as well as similarities, and to acknowledge perspectives other than their own.

In this course, students attain the ability to identify connections between life experiences and academic texts and ideas perceived as similar and related.

In all these educational contexts, students attain the ability to begin to identify the relevance of knowledge (facts, theories, etc.) from academic study to community engagement and to life in the workplace and the political realm, and in social and cultural communities.

In all these educational contexts, students attain the ability to analyze knowledge (facts, theories, etc.), from academic study that is relevant to community engagement and to life in the workplace and the political realm, and in social and cultural communities.

In this course, students attain the ability to identify a focused and discrete topic with significant community impact, which addresses previously less explored challenges; by analyzing this topic students gain the ability to synthesize in-depth information from relevant scholarly and community sources representing various points of views and approaches.

Through this course or project, students learn to identify a general topic and to present relevant information from sources that represent differing points of view pertaining to the topic.

Through this course or project, students learn to identify a focused and discrete topic with significant community impact, which addresses previously less explored challenges; by analyzing this topic students gain the ability to synthesize in-depth information from relevant scholarly and community sources representing various points of views and approaches.
<table>
<thead>
<tr>
<th></th>
<th>Exemplary 3</th>
<th>Proficient 2</th>
<th>Emerging 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creative thinking</strong></td>
<td>Through this project or course, the student(s) create(s) an entirely new artifact or work by integrating alternate, divergent, or contradictory perspectives or ideas generated through their engagement with community members or interests.</td>
<td>Through this experience, the student(s) adapts an appropriate exemplar, incorporating alternate perspectives and ideas in an exploratory way.</td>
<td>Through this experience, the student(s) successfully reproduces an appropriate exemplar to specifications, while acknowledging alternate perspectives or ideas.</td>
</tr>
<tr>
<td><strong>Intercultural competence</strong></td>
<td>As a result of this course or program, students gain the ability to interpret intercultural experience from the perspectives of more than one world view and demonstrate the ability to act in a supportive manner that recognizes the feelings of another cultural group or community.</td>
<td>As a result of this experience, students gain the ability to identify and describe certain components of cultural and social perspectives other than their own.</td>
<td>As a result of this experience, students gain the ability to understand differences in feelings, modes of communication, and world view of another cultural group or community.</td>
</tr>
<tr>
<td><strong>Teamwork</strong></td>
<td>As a result of this experience, students attain the ability to help the team move forward by articulating the merits of alternative ideas or proposals; they gain the skills to engage peer and community team members in ways that facilitate their contributions by constructively building upon or synthesizing the contributions of others as well as by welcoming others’ perspectives and including non-participants.</td>
<td>As a result of this experience, students attain the ability to offer new suggestions to advance the work of the team; they gain the skills in understanding, restating, and asking questions to engage peer and community team members.</td>
<td>As a result of this experience, students attain the ability to share ideas with team members, gaining skills in listening and in taking turns in expressing relevant ideas.</td>
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3. PARTNERSHIP EXAMPLES

Proposals should include a summary statement of the particular partnership that will be designed; the list below provides a few samples. See Instructions for the application for more detail on the involvement and expected contribution of partners.

A partnership with a hospital might provide opportunities for student research, mentored internships, and service-learning related to health professions, human resources for health, and health inequalities.

A partnership with a town or neighborhood might provide opportunities for student design teams to plan new renovated spaces, such as a park, or to undertake research on the food system.

A partnership with an organization might provide opportunities for mentored internships, service-learning, communications projects, or research on the needs of staff and/or clients.

A partnership with a school might provide opportunities for service-learning or research on the needs of students or teachers.

SAMPLES

**Structural model: Course-based service activity**

*Community engagement that combines classroom teaching (before and/or during and/or after the service) with community partner-based service activity related to academic learning goals.*

**Learning outcomes:**

- **Civic engagement**—Students attain the ability to connect and extend knowledge from academic study to civic life, in the workplace and the political realm, and in social and cultural communities.
- **Integrative learning**—Students attain the ability to synthesize connections among experiences outside of the formal classroom in order to deepen their understanding of fields of study and broaden their own point of view.
- **Partnership**—A partnership with a town, neighborhood, organization or business (i.e., farm)

Example: Students enrolled in a class covering the history of US immigration partner with civic, not for profit or organizations that provide services to immigrant communities, interview local immigrants/refugees/farmworkers as part of an oral history project or as a way to assess the needs and concerns of immigrant populations. Students also design a website that incorporates research on immigrant policies and legislation. In addition, students write a policy brief that supports a particular approach to immigration reform based on their research and engagement with course readings and discussion.

**Structural model: Team-based learning or research project**

*Team-based project in learning or research designed and executed in collaboration with community partners to understand and analyze issues jointly identified by faculty and community members.*
Learning outcomes:
Civic engagement—Students attain the ability to connect, extend and communicate knowledge from academic study to community engagement and to civic life, politics, and government.

Inquiry and analysis—Students learn to identify a focused and discrete topic with significant community impact, which addresses previously less explored challenges; by analyzing this topic students gain the ability to synthesize in-depth information from relevant scholarly and community sources representing various points of views and approaches and propose a solution or offer a set of recommendations.

Partnership—A partnership with an organization or business

Example: Planning, engineering and architecture students who are enrolled in a community design studio partner with a housing agency to build a model sustainable house in a planned affordable housing complex.

Structural model: Collaborative creative/artistic work
Mentored creative or artistic projects designed and executed in collaboration with community members that address or express community interests while enhancing creative scholarship.

Learning outcomes:
Civic engagement—Students attain the ability to connect and extend knowledge from academic study to community engagement and to civic life, politics, and government.
Creative thinking—Student create an entirely new artifact or work by integrating alternate, divergent, or contradictory perspectives or ideas generated through their engagement with community members or interests.

Partnership—A partnership with a school and a neighborhood, public office and/or civic organization

Example: Art students collaborate with middle and high school students to interview neighborhood residents and work with local artists to paint a mural in the center of the village/town that depicts key events and people and celebrates the unique history of the area based on interviews with local merchants, community members and local public officials.

Structural model: Mentored internships
Mentored internship programs--within community-based organizations, governmental organizations, or industries serving communities--which are relevant to curricular goals and which enriching student learning.

Learning outcomes:
Civic engagement—Students attain the ability to connect and extend knowledge from academic study to community engagement and to civic life, politics, and government.
Intercultural competence—Students gain the ability to interpret intercultural experience from the perspectives of more than one world view and demonstrate the ability to act in a supportive manner that recognizes the feelings of another cultural group or community.

Partnership—A partnership with a non-governmental organization

Example: Prelaw students intern with a not-for-profit that supports the adjustment of recently released adults who were incarcerated in prison. The students produce a resource guide for the agency that contains resources for employment, health, insurance, housing etc.
Pre-med students intern at the local free clinic and receive mentorship with local doctors and nurses on various aspects of patient care.

**Structural model: Team-based consulting**
*Team-based consulting projects with a community-based or government organizations related to curricular goals.*

**Learning outcomes:**
- **Civic engagement**—Students attain the ability to connect and extend knowledge from academic study to community engagement and to civic life, politics, and government.
- **Teamwork**—Students attain the ability to help the team move forward by articulating the merits of alternative ideas or proposals; they gain the skills to engage peer and community team members in ways that facilitate their contributions by constructively building upon or synthesizing the contributions of others as well as by welcoming others’ perspectives and including non-participants.
- **Partnership**—A partnership with a municipal agency

Example: Students in a marketing class work in teams with local not for profit organizations to design, present, implement/test and evaluate a marketing plan.

Faculty and students in landscape architecture consult with the City’s Parks and Recreation department to research and design a space for a local dog park. Students survey local residents and host community forums to include broad community input on the design of the dog park.