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Curriculum as a Resource for Engagement

Engaged Department Institute

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**Engaged Department Institute,
University of Southern Maine, 2015**

**Curriculum as a Resource for
Engagement**

Forms of Community Engagement

- ◆ Pedagogies such as service-learning
- ◆ Course-based community research, problem solving
- ◆ Orientation or observation activities
- ◆ Field placements, co-op, internships
- ◆ Mapping, Organizing, Consulting, Report writing, Program development
- ◆ Capstones/integrative experiences, CBABs
- ◆ Political engagement, public policy work

Curricular Integration:

Where can you locate Engagement?

- ◆ Laddered, developmental curriculum
- ◆ “Bookend” approach: intros & capstones
- ◆ “Practicum” component in curriculum
- ◆ Specialized CE/S-L courses within major
- ◆ S-L or CE option in existing courses—including “4th credit option” structure
- ◆ Creating new CE/S-L courses
- ◆ Interdisciplinary and/or “gen-ed” offerings

Curricular Integration: Student Considerations

- Who are your students?
- How do students experience curriculum?
- Think developmentally (Hourglass model)

Expansion/generalization

Focus/precision

Romance/exploration



Curricular Integration: Student Considerations (cont.)

- Multiple CE courses at one time?
- Cohort groups
- Student leadership opportunities
- Mechanisms for student input

Curricular Integration: Faculty/Staff Considerations

- ✓ What fac/staff resources currently exist?
- ✓ How would a particular choice about curriculum location affect fac/staff roles?
- ✓ What resistance might exist with one choice or another?
- ✓ What strategies for faculty NOT teaching designated CE courses?

Curricular Integration: Community Considerations

- What kinds of courses and student work in community best meets partner needs?
- Continuity in resource provision
- What kind of supervision/training will be necessary?
- What faculty or other college staff support is available with one choice or another?
- Compensating resources (e.g., FWSP)