

2015

Using Curriculum as a Resource for Engagement

Engaged Department Institute

Follow this and additional works at: <https://digitalcommons.usm.maine.edu/mu>

Recommended Citation

Engaged Department Institute, "Using Curriculum as a Resource for Engagement" (2015). *Maine's Metropolitan University*. 28.

<https://digitalcommons.usm.maine.edu/mu/28>

This Article is brought to you for free and open access by the Institutional Memory at USM Digital Commons. It has been accepted for inclusion in Maine's Metropolitan University by an authorized administrator of USM Digital Commons. For more information, please contact jessica.c.hovey@maine.edu.

USM EDI: Using Curriculum as a Resource for Engagement

Goals: 1) Help departments include community-based experiences in their curriculum as a standard expectation; 2) Develop a level of unit coherence (through the curriculum) related to engagement

- 1. Community engagement and departmental-community partnerships can take on many different forms within a department's curriculum**
 - a. Service-learning
 - b. Course-based community research or problem solving
 - c. Community orientation or observation activities
 - d. Field placements, coop programs, internships
 - e. Mapping, organizing, consulting, report writing
 - f. Capstone/integrative senior experiences, including senior community-based research theses

- 2. Where can you locate community engagement in a departmental curriculum?**
 - a. "Bookend" approach: intros and capstones
 - b. Laddered, developmental curriculum: different levels of community engagement at each level of the curriculum
 - c. Specialized courses within a major/minor/concentration
 - d. "Practicum" or "fieldwork" component in curriculum
 - e. Service-learning or CBR option in existing courses
 - f. Creating new community engagement courses
 - g. Interdisciplinary or "general education/core curriculum" offerings that can be connected to departmental offerings

- 3. Special considerations for different stakeholders: students, faculty, community partners**
 - a. Students: think developmentally: exposure, leadership-problem solving-advanced research. "Hourglass model" (inspired by Alfred North Whitehead): exploration/passion, focus/precision, expansion/generalization
 - b. Faculty: What resources on your faculty currently (i.e., who is interested, able, and willing to offer courses with community-based components? What strategies for faculty NOT teaching designated CE courses: how to prepare students in "theory" or specific "skills" courses for later SL/CBL courses in curriculum.
 - c. Community Partners: What kinds of courses and student work in community best meet their needs? What kind of supervision or community support will be necessary if we locate CE in one part of curriculum vs. another?