

Civic Engagement at Wittenberg

Believing students should develop the knowledge, skills, and dispositions to be engaged citizens in their communities, Wittenberg requires completion of a civic engagement experience for graduation.

In one semester before their senior year, students complete one of several designated civic engagement courses. These provide students the opportunity to engage with community organizations, make connections between new knowledge and community experiences, reflect on the value of diversity in communities, and develop a sense of civic identity.

Faculty-directed Civic Engagement Course Details

“The theoretical basis of faculty community engagement efforts is that the learning process is a learner-centered approach that is jointly constructed by students, community members, and faculty members.”

- Tucker et al. (2013). “Principles of Sustained Partnerships between Higher Education and their Larger Communities.” *International Journal for Service Learning in Engineering*. Special Edition, 48-63.

Civic Engagement (CE) courses help students develop the knowledge, skills, and dispositions to be engaged citizens in their communities. They do this by using community-based experiences to connect the academic content and skills to community issues. In this process, they produce reciprocal benefits for students, faculty, and community partners. Reciprocity is important in civic engagement; not only should there be reciprocal benefits, but also equitable voice of all participants and a sensitivity to the history and elements of power and privilege.

There are two types of faculty-directed civic engagement courses.¹ **Civic Engagement Designated (CED)** courses embed the experience into the course as part of the course expectations. The alternative is for a course to provide an optional experience through a linked **CCUE 150** course. In this option, the experience is additional to the course and students earn an extra credit. Think of it like a lab add-on. The experience is graded credit/no-credit by the faculty member of the primary course.

All civic engagement experiences will have at least **12.5 hours devoted to the engagement experience**. This includes in-class or out-of-class time spent on service, support, and/or research associated with the experience. It also includes time spent on reflection and discussion associated with the experience. There are 3 learning goals measured at the end of each CE

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Civic Engagement Syllabus Statement

This course satisfies the Civic Engagement requirement as part of Learning Outcome (LO) 1 of the Connections Curriculum. LO 1 states that “students will articulate how their co-curricular experiences and their academic curriculum have shaped their personal, professional, and civic identities.” Civic engagement prepares students to be engaged citizens by connecting academics and community-based learning.

Civic engagement *is working to impact change in “our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means*

Civic Engagement Competency Rubric

Definitions

Civic engagement is working to impact change in “our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.” (Ehrlich, T. 2000. “Preface.” *Civic Responsibility and Higher Education*, page vi.)

Civic identity is the integration of civic engagement into a sense of self. It is “an identity status in its own right – one that can become as integral to individual identity as race, ethnicity, gender, nationality, or any other deeply claimed aspect of self.” Students who have “a mature sense of civic identity” are “both idealistic and realistic, patient and persistent, committed to thoughtful engagement and aware that others may engage differently. They see their role in life as contributing to the long-term greater good. And perhaps most importantly, they have the courage to act.” (Knefelkamp, L.L. 2008. “[Civic Identity: Locating Self in Community](#).” *Diversity & Democracy* 11(2):1-3.)

**Student will be
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