

FUN FACT:

87%

Employer survey data shows there is strong agreement among employers that ALL students, regardless of their field of study, should gain broad learning in democratic institutions and values (AAC&U).

Note: At Juniata all LE (Local Engagement) is/should be CEL (community-engaged learning) as defined and outlined by the former Curriculum Committee, but not all CEL is LE. That means that we have courses in the curriculum with the CEL label attached, but those courses won't fulfill the LE requirement.

Things to know about the Local Engagement requirement:

- The Local Engagement requirement falls under the Self and World category of the general education curriculum.
 - o Local engagement (LE) provides opportunities for students to impact the quality of life in a community positively and to better understand and apply academic knowledge and proficiencies to active and ethical participation in civic life.
- The Local Engagement requirement of the General Education curriculum has the following three parts:
 - o Completion of the preparatory module during the first-year seminar course, including the Stanford Pathways to Community and Civic Engagement survey. You can see a demo of the survey here https://stanforduniversity.qualtrics.com/jfe/form/SV_ehyxpnGan3FGAnz
 - o Completion of a "semester-long" local engagement experience, which can either be met through taking a course with the LE designation, or through using a cocurricular engagement experience in combination with the LE 101 seminar course. Cocurricular experiences must be approved in advance and will be submitted using Handshake.
 - o Submission of the two-part portfolio contribution (documentation and a critical reflection project)
- LE should not be thought or described as a "service requirement." The goal of including this requirement in the general education curriculum is ensure that all students have a high-impact experiential learning opportunity that allows them to apply what they are learning in classes through **mutually beneficial partnerships with a community** in ways that encourage them to develop a civic identity, as well as their perspectives on citizenship. Students will demonstrate their ability to meet the following learning outcomes:
 - o Work collaboratively in local cultural settings
 - o Engage in citizenship through respectful interactions
 - o Articulate how local engagement fosters individual and collective wellbeing
- Local does not necessarily mean Huntingdon, PA. Local means highly contextualized, place-based learning that will be unique to the location and the community. Some students may fill the requirement while abroad.
- Students have choices and advisors should help students look for LE opportunities that align with their talents, interests, and values. LE experiences should align with at least one of the Stanford Pathways to Community and Civic Engagement (below). As a member of the Stanford's international working on the Pathways Framework, our students will complete the diagnostic survey during first-year seminar. Advisors should encourage students to consider using the information and perspective they gained from that survey to inform their LE choices.

Pathways to Community and Civic Engagement

1. **Community Engaged Learning and Research:** Connecting coursework and academic research to community-identified concerns to enrich knowledge and inform action on social issues.
2. **Community Organizing and Activism:** Involving, educating, and mobilizing individual or collective action to influence or persuade others.
3. **Direct Service:** Working to address the immediate needs of individuals or a community, often involving contact with the people or places being served.
4. **Philanthropy:** Donating or using private funds or charitable contributions from individuals or institutions to contribute to the public good.
5. **Policy and Governance:** Participating in political processes, policymaking, and public governance.
6. **Social Entrepreneurship and Corporate Social Responsibility:** Using ethical business or private sector approaches to create or expand market-oriented responses to social or environmental problems.

Examples of Pathways

A specific pathway may result from passion for a specific cause, expertise in a particular discipline, curiosity about a social issue, or connection with a specific community.

- Volunteering with a local organization that distributes food to the homeless and develops and harvests community gardens to increase the capacity to reach more people;
- Joining a community health center in their legislative advocacy efforts to ensure that mental health services continue to be funded in our safety net clinics;
- Working with a local philanthropic foundation to develop a monitoring and evaluation tool for their grantees;
- Meeting with and writing letters to local legislators to create support behind a ballot initiative;
- Designing and building a rainwater cistern for an isolated rural community and evaluating its use and impact;
- Assisting public health officials in the Surgeon General's office to design a rational community health response to a coronavirus outbreak;
- Running for public office;
- Tutoring elementary school students;
- Surveying local industries and services for evidence of compliance with environmental and safety regulations.

More information about the Pathways Framework can be found here <https://haas.stanford.edu/about/our-approach/pathways-public-service-and-civic-engagement/pathways-public-service-and-civic>.