

## Guide to Independent CE Projects (CIV 109, CIV 110, & CIV 111)



If you would like to become involved with a cause you are passionate about or fulfill your Civic Engagement Cornerstone requirement through work you are already doing, you might be able to do an independent project for civic engagement credit. At Pacific University, Civic Engagement (CE), is typically completed through a CE designated course, but can be done *well* in an independent way. All it takes is some focus, drive, communication and hard work.

### Basic Information about CE Projects

Civic engagement projects combine ***academic learning*** (related to disciplinary concepts and skills) with ***civic action*** (such as service, advocacy, awareness-raising, community-based research, campaigning, or activism) to address a significant social or environmental issue in the community (e.g. immigration, education, pollution, injustice, etc.). Students design their own projects, which entail approximately 40 hours of action and associated academic work sponsored by a faculty member. For all CE Projects:

- Independent CE projects always entail academic learning + civic action and must adhere to the Principles of Quality Academic Civic Engagement (see below).
- A faculty sponsor is required (akin to independent study); the faculty member should be knowledgeable about the academic area of focus for the CE project.
- Students are encouraged to take a CE course (instead of a project) when possible due to the benefit students gain from a shared civic engagement experience and faculty workload issues.
- A proposal / application is required (completed by student in conjunction with faculty and CCE) and available on the CCE website to download.
- Students must meet with the CCE director (Stephanie Stokamer) or Assistant Director (Bevin McCarthy) for project approval; a preliminary meeting is recommended when a student is considering an independent project.
- Proposal / application should be submitted during registration or add/drop periods.
- One complete project fulfills the CE Cornerstone, regardless of number of credits (0-2).
- One complete project is either CIV 110 or CIV 111 finished in a single semester or CIV 109 + CIV 110 or CIV 109 + CIV 111 to span two semesters.

## CE Project Options

Students have a few choices for completion of an independent civic engagement project: CIV 110, CIV 111, CIV 109 + CIV 110, or CIV 109 + CIV 111. The differences between the CE project options are outlined below.

### CIV 110 Civic Engagement Project

- **\*Most typical CE project\***
- Stands alone as a single semester project or can be taken with CIV 109 as the second semester in a two-semester sequence (CIV 109 + CIV 110)
- 0-1 credit (depends on student scheduling needs as the workload is the same)
- P/NP

### CIV 111 Civic Engagement and Diversity Project

- Also fulfills IP/DP Cornerstone requirement
- Involves in-depth experiences with diversity and could include international travel
- Stands alone as a single semester project or can be taken with CIV 109 as the second semester in a two-semester sequence (CIV 109 + CIV 111)
- Proposals must be approved by IP/DP committee in addition to CCE director/assistant director and sponsoring faculty
- Always 2 credits
- Letter graded

### CIV 109 Civic Engagement Project Prep

- Only for students who want to take two semesters to complete their project
- First semester of a two semester sequence (CIV 109 + CIV 110 or CIV 109 + CIV 111)
- Should not be taken alone without intention of also taking CIV 110 or CIV 111
- Does NOT by itself fulfill CE Cornerstone (Cornerstone is only fulfilled after successful completion of the second semester, CIV 110 or CIV 111)
- 0 credit
- P/NP

## Planning Independent CE Projects

Here is a step-by-step guide to working out your independent CE project:

1. Before you begin, please read through the Principles of Quality Academic Civic Engagement (see below) to get a better sense of what the CE project should entail. This document will be used by reviewers when determining whether your proposal is approved.

2. Determine whether you want to sign up for CIV 110 or CIV 111, and how long you are going to take to complete your project. Projects spanning more than one semester require CIV 109.
3. Decide what area of interest your project may fall into (i.e., environmental studies, psychology, etc.). You will need a faculty sponsor who can assess your learning in that area.
4. Find organizations/institutions that are working in the same interest area OR think creatively about how you might begin solo work in that area of interest. Center for Civic Engagement (CCE) staff may be able to assist you in finding options. Imagine what steps you could take to fill a need in that organization/institution's mission.
5. Contact the organization/institution with a rough idea of what you could do and what you would like to do with them (see Tips for Communicating with Community Partners below). However, be open to hearing what they need, since CE should be about work that is mutually beneficial to you and the organization. You may need to meet with someone at the organization, complete an application, and/or do a background check, so be sure to plan accordingly.
6. At the same time that you are doing #5, it is a good idea to approach a faculty member regarding sponsorship and to meet with and discuss your project proposal with CCE staff. Contact the CCE at [cce@pacificu.edu](mailto:cce@pacificu.edu) to set an appointment. At this stage everything is still tentative, but it is helpful to be in touch with all the key people so you know that you are on track.
7. Once you and the organization have made a tentative plan, you'll need to fill out the Project Proposal form (available to download from the CCE website; copies included here). Fill it out completely and in detail, outlining how your project will fit the needs of your interest area.
8. Contact your faculty sponsor to review your proposal and get his or her signature.
9. Contact the director of the Center for Civic Engagement (CCE), Stephanie Stokamer, at [stok@pacificu.edu](mailto:stok@pacificu.edu), Scott 109 to set an appointment to discuss your project proposal and get her signature. If she is not available, assistant director Bevin McCarthy ([bevin@pacificu.edu](mailto:bevin@pacificu.edu), Scott 110) can also assist.
10. If approved, you will submit your paperwork to the Registrar to register. Have fun, help the community, and learn something!

## Frequently Asked Questions (FAQs)

What is Civic Engagement?

Civic Engagement (CE) is Pacific University's commitment to service and the accompanying learning that can only be brought about by interacting with the community in a helping manner. Please see Principles of Quality Academic Civic Engagement for more detail.

Why is it a requirement for graduation?

It is a requirement of all students prior to graduation because, in the spirit of a liberal arts education, civic learning is as necessary for creating a well-rounded student as any other class that might be offered at the University. Further, a CE requirement creates a broad range of students with varying interests and areas of expertise helping to improve our community. There are also career and personal benefits to be gained from CE, and it fosters a sense of community within campus and with our local surroundings.

Where can I do my CE project?

You can complete your project at any non-profit organization in which you can meet the Principles of Quality Academic Civic Engagement.

How many hours do I need to complete in order to fulfill the requirement?

Because civic engagement is an academic requirement, fulfillment is based on learning, not logging a certain number of hours—in some cases logging hours does not even make sense. However, all academic credits align roughly to hours, and in this case the work involved in fulfilling a CE requirement totals approximately one credit of academic learning, or about 40 hours. This amount of time ensures enough depth of experience that you can both make a significant contribution and learn from your experience. It includes all aspects of the civic engagement learning experience and does *not* equate to 40 hours of direct community service.

Can't I just do the hours?

The Civic Engagement Cornerstone is an academic requirement. It is not just about "doing" but also about learning from doing and contributing your learning to make the world a better place. That is why part of your project needs to be devoted to demonstrating your learning through papers, presentations, or some other form of assignment.

I did a bunch of volunteer work last summer/in high school/sometime in the past. Does that count?

No. We do not grant civic engagement credit retroactively. However, if you took a college course previously that had an in-depth service-learning or civic engagement requirement, you may petition to have that class transfer to Pacific and fulfill the requirement. Please speak with the Advising Center if that's the case.

## Principles of Quality Academic Civic Engagement

| <b>Principle 1: Relevant Problem-Solving</b>   |  |   |
|--|--|---|
| <b>Definition</b>  | <b>Example – NO</b>  | <b>Example - YES</b>  |
| Projects address a significant social, political, or environmental issue in the community (education, pollution, immigrant rights, etc.) through actions that can make a difference, including service, advocacy, or political involvement. Goes beyond being nice to others or pursuing interests that are enjoyable to oneself or others such as participating in clubs or the arts. | Acting in a community theater program. While this contributes positively to the community and requires time investment, it does not by itself sufficiently address social or environmental problems in a substantive manner. | Facilitating a community theater program for youth. Nice to have <i>and</i> connects to social issues such as self-esteem, youth crime prevention, and school enrichment.   |
| <b>Principle 2: Public Interest</b>  |  |   |
| <b>Definition</b>  | <b>Example – NO</b>  | <b>Example - YES</b>  |
| CE projects work for the public interest, not private gain, leading to more just and equitable societies and a more sustainable world. Students may help individuals, groups, and organizations in need, but CE projects should always connect that specific tasks being undertaken to social or environmental issues that affect a larger population.                                 | Helping a business recover from a fire. This effort can be a great way to bring the community together, but the primary beneficiary is private profit.   | Helping a community recover from a natural disaster by clearing road ways and removing debris, thereby repairing public infrastructure and shared resources.  |
| <b>Principle 3: Meaningful Learning Opportunities</b>  |  |   |
| The CE experience should offer deep learning potential. The nature of the work performed should be intellectually stimulating (and often involves emotional stimulation as well), and while mundane tasks are sometimes necessary to support a particular cause, they should be combined with other kinds of tasks in order to have a high quality CE experience.                      | Stuffing envelopes in the conference room at a non-profit site. Helpful, but with limited opportunities for learning without additional context about the issues.  | Creating a newsletter program and stuffing newsletter envelopes for a mailing while working at the front desk and engaging clients in discussion. Includes the mundane, but also opportunities for learning.                            |
| <b>Principle 4: Depth of Experience</b>  |  |   |
| <b>Definition</b>  | <b>Example – NO</b>  | <b>Example - YES</b>  |
| CE projects should be in-depth enough for students to learn from the experience and make an authentic contribution. Though measuring hours is not necessarily the best way to indicate substance, it is an indication of depth of experience. At Pacific a CE experience that counts for the Cornerstone requirement is about 40 hours, or the equivalent of one semester credit hour. | Singing performance at a community celebration for Black History Month. Wonderful community contribution, but actual engagement time is relatively limited, even though practice is required.                                | Community interviews developing oral history around the role of song in social movements, culminating in a community performance to which interviewees are invited. Involves a way for students to learn more about the issues and have |

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|   |  | a positive community impact beyond performance.  |
| <b>Principle 5: Reciprocity</b>   |  |  |
| <b>Definition</b>   | <b>Example – NO</b>  | <b>Example - YES</b>   |
| CE projects should be mutually beneficial for students and community partners or campus organizations. CE projects should address community needs and problems, whether that community is on campus or off. While many CE projects involve observation, students should also be taking action in some way that is useful to others or works toward some kind of change.   | Observing physician assistants at a clinic. Does not involve students taking action in any way; the clinic does not benefit from the student's presence except perhaps indirectly in developing a professional pipeline.                       | Providing patient education workshops at a clinic. Provides a service for the organization from which their clients directly benefit. Could be supplemented with observation, but that is not the primary focus. |
| <b>Principle 6: Respectful Collaboration</b>  |  |  |
| <b>Definition</b>   | <b>Example – NO</b>  | <b>Example - YES</b>   |
| CE projects should entail respectful collaboration with campus and community organizations. Supervising CE students, responding to their requests, scheduling their work, and other kinds of support for civic engagement efforts can take a considerable amount of time and effort invested on the part of campus and community organizations for CE students. CE faculty and students should be mindful of their actions and requests on partners.  | Sending students without announcement to various campus offices or community organizations to get help with their CE projects. Can create frustration and tension for university or partner staff, even if they support the students' efforts. | Discussing potential CE activities with unit managers on campus or community partners prior to the semester. Set expectations about how students approach them and how they can reasonably assist students.      |
| <b>Principle 7: Academic Integration</b>  |  |  |
| <b>Definition</b>   | <b>Example – NO</b>  | <b>Example - YES</b>   |
| CE projects should have clear and direct integration with academic concepts. In CE courses, the civic engagement component should be woven into the curriculum through readings, assignments, class activities, and assessment techniques that connect that CE experience to the academic concepts of the course. In independent projects, student should connect the project to academic concepts learned in other courses and/or use the CE experience as an opportunity to intellectually engage in learning about new concepts. | Tacking on a volunteer requirement to an existing course and leaving the rest of the course exactly as it was without the requirement. Does not integrate the CE component effectively or use CE as a learning tool.                           | Including the CE experience in class discussions, readings, written assignments, and other elements of the course. Connects CE with multiple learning objectives for maximum learning.                           |
| <b>Principle 8: Reflection on Experience</b>  |  |  |
| <b>Definition</b>   | <b>Example – NO</b>  | <b>Example - YES</b>   |
| The process through which students learn from experience is reflection. Reflection takes many forms, but it is an academic  | Journaling about a student's likes and dislikes in the CE experience. Does not   | Journaling about a student's likes and dislikes along with a critical  |

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| exercise guided by faculty and not merely a log of time spent. Reflection should be rigorous, analytical, creative, and/or emotional, and reflection should also be the basis for additional class activities such as discussion or role playing.   | connect to academic concepts; may provide only surface level learning; may be difficult to assess.                        | analysis of how the CE work connects to course readings, specific learning objectives, or other elements of the class.   |
| <b>Principle 9: Appropriate Assessment</b>  |   |  |
| <b>Definition</b>   | <b>Example – NO</b>   | <b>Example - YES</b>   |
| CE projects should be assessed in a way suitable to their design. As part of academic integration, the CE experience can be assessed in numerous ways, including written analysis, essay, oral presentation, and contribution to class dialogue. Community partners should have an opportunity to provide regular feedback on projects or services provided by individual students and whole classes. | Creating a flyer for an event. Does not provide sufficient substance for assessment of learning.                          | Creating a flyer for an event that is part of a portfolio that also includes reflective journal assessments, a reading analysis, and an explanation of the event in light of academic concepts. Provides multiple lenses for assessment that includes academic concepts. |
| <b>Principle 10: Public Citizenship</b>   |   |  |
| <b>Definition</b>   | <b>Example – NO</b>   | <b>Example - YES</b>   |
| CE projects should be shared with the campus community to provide inspiration, information, and documentation. Isolated and invisible efforts are not likely to garner the collective energy that is needed for large scale, systemic change, whereas public displays of civic engagement can inspire others to take action, and/or demonstrate how to get involved.                                  | Students do a civic engagement project and present their project at the end of the semester to their own classmates only. | Inviting other students and faculty, as well as community partners, to class presentations at the end of the semester.   |

### **Tips for Communicating with Community Partners**

When using the phone:

1. Do not text; rather, call and if there is no answer, leave a voicemail message.
2. When beginning a phone call, be sure to greet the person kindly. State your name, your affiliation with the university and your purpose for calling.
3. When conversing with someone on the phone, make sure to check your tone.
  - a. Is it warm/kind? (it should be)
  - b. Is it short? (it should not be)
4. When ending a phone call, be sure to thank the person for their time and consideration, whether or not the phone call went as you may have desired.
5. When leaving a voicemail message, leave a message that is clear, concise and informative. Also, be sure to leave a way that they can contact you again. This

should include your name, your phone number (say it slowly and repeat it) and any other necessary information.

When using email:

1. If you are contacting somebody with a clear job title, (i.e. Professor), address them as such (i.e., Professor Johnson). If you are unsure of their title, use a generic address such as "Greetings". Never assume you are on a first name basis; always respect the person and their position within their organization.
2. Write your email clearly and concisely. Give them only the necessary information for them to decide if they want to continue discussing with you. Most professionals are very busy, especially when it comes to emails.
3. When ending your email, say, "Thank you for your time and consideration" (or something of the like). Make sure they know that you appreciate the time they took to return your contact.
4. Make your emails look more professional by adding a signature. To do this in BoxerMail, go to your BoxerMail page, then click the gear icon in the top right > settings > scroll down about 2/3 of the page > find section labeled **Signature** > type your name, major and any positions held. See example below:

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| <p><b>John Johnson</b>   Psychology Major   Exercise Science Minor</p> <p>Center for Civic Engagement Student-Worker and Summer Intern</p> <p>Active Member of Psychology Club, Ultimate Frisbee Club and Psi Chi Honor Society</p> <p>Psychology Club/Psi Chi Secretary   Freshman Orientation Student Ambassador</p> <p>Email: <a href="mailto:john5555@pacificu.edu">john5555@pacificu.edu</a></p> |
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### Questions?

Please contact the CCE and we'll try to help out. Speak with a peer (our CCE Model Citizen staff) about your questions or ideas or come see the director or assistant director.

CCE Model Citizen Student Staff  
Scott 110  
[cce@pacificu.edu](mailto:cce@pacificu.edu)  
530-352-1570

Stephanie Stokamer  
Director of the CCE  
Scott Hall 109  
[stok@pacificu.edu](mailto:stok@pacificu.edu)  
503-352-1571

Bevin McCarthy  
Assistant Director of the CCE  
Scott Hall 110  
[bevin@pacificu.edu](mailto:bevin@pacificu.edu)  
503-352-1573

# CIV 109 - Civic Engagement Project Plan (to be completed with application for CIV 110 or CIV 111)



## Instructions:

To get permission to take CIV 109 Civic Engagement Project Preparation, complete this application and submit to the Registrar with the CIV 110 or CIV 111 application and the necessary signatures. Please read the information sheet and Principles of Quality Civic Engagement before submitting a proposal. Please TYPE your responses and print the form for signatures.

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Student Name: \_\_\_\_\_ ID Number: \_\_\_\_\_

Title of Civic Engagement Project (26 characters max): \_\_\_\_\_

CIV 109 is taken for 0 credit.

Check the term in which will you take CIV 109 Civic Engagement Project Preparation:

Fall  Winter  Spring  Summer

Year: \_\_\_\_\_

Check the term in which will you take CIV 110 or CIV 111 to complete your Civic Engagement project:

Fall  Winter  Spring

Year: \_\_\_\_\_

Please outline how you will distribute your civic engagement project over the course of more than one semester (e.g. tutoring for 2 hours a week for 10 weeks in Fall and Spring Semesters; 10 hour orientation/training in Winter followed by 2 hours per week in Spring, etc.)

Please attach a complete application for CIV 110 or CIV 111.

## Signatures

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### Student

\_\_\_\_\_  
Printed name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

### Faculty Sponsor

\_\_\_\_\_  
Printed name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

### Center for Civic Engagement Director or Assistant Director

\_\_\_\_\_  
Printed name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



4. Explain why you are seeking to complete an individual Civic Engagement project through CIV110 rather than through an already established CE course. Please also explain why this project is something that you are particularly passionate about.

5. How do you plan on documenting and sharing all that you have learned and accomplished during your project? Instead of simply logging the hours that you have served, you should work to create an in-depth analysis or evaluation of your project in addition to any products you work on for the experience (such a brochure, event, etc.).

## Signatures

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### Student

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Printed name

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Signature

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Date

### Faculty Sponsor

---

Printed name

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Signature

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Date

### Center for Civic Engagement Director or Assistant Director

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Printed name

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Signature

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Date







- 3. Includes meaningful connections to contemporary cultures/experiences/world views outside of the United States.

**Signatures**

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**Student**

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Printed name

ID Number

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Signature

Date

**Faculty Sponsor (student gets faculty signature)**

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Printed name

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Signature

Date

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**To be completed after submission to the Center for Civic Engagement**  
(Stephanie Stokamer, Scott 109 or Bevin McCarthy, Scott 110)

**Center for Civic Engagement Director or Assistant Director**

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Printed name

Signature

Date

**International/Diverse Perspectives Committee Chair**

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Printed name

Signature

Date