

Civic Engagement Minor Reflection Document

Purpose:

The Reflection Document is an essential component of the Civic Engagement Minor in that it offers the student the opportunity to reflect upon the impact of their curricular and co-curricular service experiences on their development as a thoughtful and informed citizen and servant-leader. Committee approval of the CE Reflection Document is necessary for the completion of the Civic Engagement Minor.

Format:

The Reflection Document includes two components:

1. Personal Narrative
2. Service Log

The Personal Narrative should offer specific details of experiences and be no more than 1500 words. It should be a carefully constructed, proof-read, and polished archive of the student's involvement and corresponding impacts. Students are encouraged, but not required, to attach images and/or websites to further reveal their experiences.

A template for the Service Log can be found below. Students are encouraged to maintain this service log throughout their time at Cornell College and record, at minimum, the 25 hours of service required as a part of the minor.

Deadline:

Both components of the Reflection Document must be completed and turned into the Civic Engagement Advisor and the Director of Civic Engagement by the end of Block 5 of the student's graduating year. The Advisory Committee on Civic Engagement will review the materials and notify the student of approval, or request of further information by the end of Block 6. Any requested adjustments must be completed by the end of Block 7. Late documentation will not be accepted.

Content:

- Offer an overview of your civic engagement involvement while a student at Cornell College. Include specific courses, course projects, extra-curricular projects, and any internships/fellowships in which you participated. In your overview, please offer direct connections between your experience(s) and one or more components of the definition of civic engagement (see the below).

- Identify a successfully completed Cornell College course with which you can connect your extra-curricular civic engagement service and discuss specific ways in which the class informed/enhanced your service experience?
- Describe how your civic engagement experience (both curricular and extracurricular) has informed you as a scholar and citizen and how your experiences have assisted in shaping your personal and professional goals beyond Cornell College.

Assessment:

The committee will review all materials according to the following criteria:

- Organization, professionalism and polish in the overall narrative.
- Use of supporting evidence and detail within the narrative.
- Thoroughness and depth of discussion.
- Connection to the components found within the definition of civic engagement.

**Civic Engagement
Service Log**

**Students are encouraged to maintain this service log throughout their time at Cornell College.

Student Name _____ **Graduation Date**_____

Date of Service	Location/Organization	Project	Signature of Supervisor or Dir. of Civic Engagement
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CORNELL COLLEGE DEFINITION OF CIVIC ENGAGEMENT -

The Cornell College definition of civic engagement emanates from its core value of civic and social responsibility. Through Social Activism, Public Scholarship, Community Advocacy, and Direct Service, civic engagement can be practiced in experiences or course work that seek to contribute positively to society and connect the student more directly to their local, national and international communities.

Social Activism-

- Consistent with Cornell's Educational Priorities and Outcomes of Citizenship and Ethical Behavior, Cornell students practice civic engagement through social activism. Social activism asks students to look at the root causes of a communal need in collaboration with community stakeholders, and act to address those issues.

Public Scholarship-

- In relationship to Cornell's Educational Priorities and Outcomes of Citizenship and Inquiry, Public Scholarship involves faculty members and students in a reciprocal process that connects intellectual pursuits with the community and surrounding environment. This scholarship often involves mutually-beneficial partnerships between the college and organizations in the public and private sectors.

Community Advocacy-

- As valued in Cornell's Educational Priorities and Outcomes of Citizenship, Ethical Behavior, and Intercultural Literacy, Cornell students are encouraged to be advocates for their own communities, broadly defined. Cornell students identify issues and concerns within their own communities, and actively use their time and talents to provide recognition and support for the strengths and challenges that exist.

Direct Service-

- Based on Cornell's Educational Priorities and Outcomes of Citizenship, Ethical Behavior, Intercultural Literacy, Vocation, Cornell students are encouraged to participate in direct service to others. Cornell students work within communities to gain experience in civic service, demonstrate ethical behavior and strengthen the assets of the community.

Update: 11.1.2016 - JW