Every Student, Every Degree, Every Certificate Sample Community College Guided Pathway Using the CLDE Framework

Community college students frequently choose programs that are closely related to careers, including associate degree programs and shorter certificate programs that meet workforce needs. This pathway provides flexible guidelines for threading civic and democracy learning into both two-year associate degrees (typically 60 credit hours) and certificate programs (typically 24–30 credit hours).

Across this sample curriculum, faculty ask students to complete assignments, projects, and practicums in which they (a) wrestle with significant societal problems; (b) collect and organize different viewpoints about problems and proposed solutions; (c) work with others across differences to apply democratic values in critical analysis and problem solving; and (d) reflect on ways their civic and democratic learning can be used in their careers and society.

High-Value Skills Needed in Both Careers and Democracy

- Communications skills
- Critical inquiry and evidence-based reasoning
- Digital, data, and media literacy
- Ethical reasoning and actions
- Problem solving with diverse partners
- Productive engagement with diverse views and experiences
- Purpose and agency grounded in a strong sense of identity

CIVIC INOUIRY IN REQUIRED

PRACTICUMS, such as nursing,

hospitality, environment, & technology

KEY

Exploring questions related to public good

Engaging diverse views & perspectives

Civic problem solving in program of study

Guided reflection

High-impact practices (HIPs)

Fostering Civic Identity, Skills, and Knowledge of Democracy **ASSOCIATE DEGREE PROGRAMS (60 CREDIT HOURS) ENTRY CERTIFICATE PROGRAMS (24-30 CREDIT HOURS)** CIVIL DISCOURSE CIVIC ASSIGNMENTS AND GUIDED REFLECTION in program of study Students practice respectful engagement with differing viewpoints, course(s) CIVIC AND DEMOCRATIC SKILLS worldviews, and/or policies in a Students collaborate across differences as they apply community or workplace democratic principles, values, ethics, and lessons to critical analysis of potential solutions to societal CIVIC INOUIRY, ETHICAL Embed in first-semester program problems. For learning about democracy, students can draw on a repository of foundational texts that include REFLECTION, AND PROBLEM of study courses SOLVING in required program of study readings, multi-media materials, oral histories, etc. course(s), assignments, or projects

Embed this civic opportunity in a substantial course

module, a co-curricular workshop or certificate, or a

course that meets degree requirements

Fostering Civic Inquiry and Problem Solving in Majors and Practicums

COMPLETION/TRANSFER

CIVIC PROBLEM SOLVING

Students craft a proposal with peers and community advisors (industry leaders, government officials, civic leaders, etc.); identify opportunities, likely concerns, and proposed resolutions; reflect on the use of democratic practices (principles and processes of collective action); and reflect on implications for work and/or civil society beyond college

Provide this civic opportunity in the form of a course assignment, program symposium, or video/portfolio/webpage

Pathway Design Notes

Students explore INDIVIDUAL AND

COMMUNITY themes, texts, and

experiences

Include in first-semester

writing courses

- This pathway includes multiple HIPs, beginning in the first semester, to increase the likelihood of completion while also fostering civic identity and skills.
- 2. For certificate programs, civic and democracy assignments and guided reflection should be included in selected program-of-study courses.
- For both associate degrees and certificates, faculty should thread civic inquiry and guided reflection into practicums or other field-based learning requirements.

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