Three Models of Community Engagement at Maryville College

Co-Curricular Service – Students serving community agencies through clubs, scholarships, or personal motivation.

One Time Projects – All student clubs are required to participate in community engagement; many take advantage of one time projects to meet their requirements.
Examples: Literacy Corps members help staff the Blount County Literacy Council annual spelling Bee. The Biology Club cleans a stretch of highway with Keep Blount Beautiful. A group of friends helps at a Habitat build one time during the semester.

Long Term Partnerships – Individual students doing service on a consistent basis. Partnerships between students and agencies grow and change as the needs of both parties change.
Examples: A student volunteers at Martin Luther King Center every Tuesday and Thursday. The student is given more leadership responsibility as his or her relationship with the MLK center deepens. A student volunteers with the Children’s Advocacy Center for five hours each week. The following semester, the student is given the task of promoting an annual fundraiser.

Curricular Service (Service-Learning) – Community engagement that is a part of course learning objectives.

Placement Model – An academic course requires students to serve a stated number of hours with an agency. The community engagement helps to meet the learning objectives of the course, and the agency is actively engaged in helping the student meet the learning objectives.
Example: Students in an upper level Spanish course are required to complete a number of practicum hours in an agency. For example, a student works with Second Harvest Food Bank for eight hours each week, translating documents and helping Spanish speaking clients.

Project Model – An academic course requires a class to complete a project on behalf of a service agency. The project helps to meet the learning objectives of the course, and the agency is actively engaged in helping the student meet the learning objectives.
Example: The J-Term Action to Advocacy course works with the Tennessee Valley Coalition to End Homelessness and is responsible for taking the Blount County homelessness count one weekend in January.

Community Based Research – Focuses on answering a specific research question generated by the agency.

Individual Research Project – Each senior student at Maryville College is required to complete a senior study. Some students work with agencies to deeply research a question or problem of the agency.
Example: A student researches the outcomes of applying an organizational development model to Habitat builds, providing the agency with valuable information that helps make their builds more effective.

Course-Based Research Project – Projects are driven primarily by a faculty member’s research question or his or her relationship with an agency.
Example: Dr. Ariane Schratter’s relationship with Wilderwood Service Dogs allows for long-term and ongoing research, beyond one semester or one senior thesis. Students continually study the impact of service dogs on the development of young people with autism. Several class projects and senior theses have grown out of this relationship.