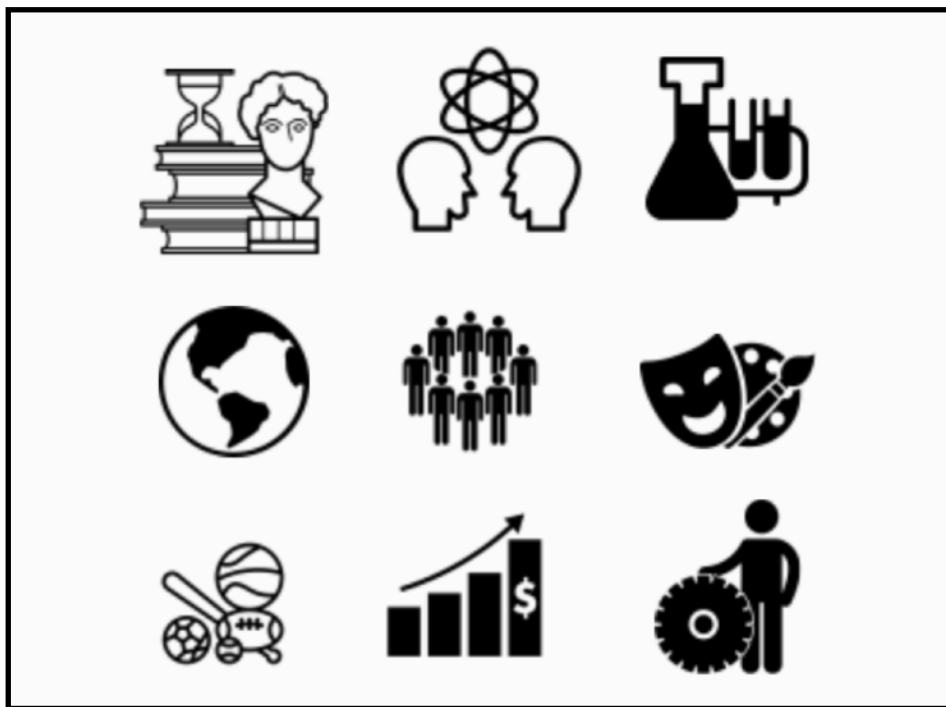




THE CORELLA & BERTRAM F.
BONNER FOUNDATION

Community-Engagement Course Designator Guide



One important strategy for institutionalizing community engaged learning through curriculum and coursework is the development of an institutional mechanism to track and distinguish courses that involve a community-engagement component. This is referred to as a course designator. A course designator is a short form of an academic discipline, used before a course number. It is represented by a series of letters. For example, EDU = education, PSY = psychology, HIST = history, etc.

Many higher education institutions are now developing a course designator for community-engagement courses (e.g. CE = Community-engagement; CBR = community-based research; SL = service-learning). Some institutions also call this an

attribute. Having a course designator is extremely useful for community engagement, as it assists with promoting community-engaged (CE) courses, having a full inventory of CE courses (useful for the Carnegie Classification), and managing faculty and partner relationships and projects.

This document explains how to create a new course designator for community-engaged learning (CEL) courses, and identify courses at your institution that qualify for a community-engagement course designator. Engaging in this process will help you identify factors and allies that play an instrumental role in tracking community-engaged learning activities across campus, and devise a plan to initiate the process of CEL course designator at your school.

How to create a course designator?

Generally, the process of creating a community-engagement course designator is facilitated by administrators of the Center for community / civic engagement on respective campuses in collaboration with faculty members. The process may differ somewhat depending on the size (e.g. small colleges with about 1000 students vs. big universities with 20,000+ students) and the type of institution (public, private); however, below are some common steps that have been found useful in the course designation approval process:

Step 1: Preparing for the Process & Identifying Key Institutional Stakeholders

The process of getting a community-engagement (CE) course designator approved requires coordination with and buy-in from different stakeholders. For example, you will need to meet with a lead of the academic division as well as the registrar's office to explain the usefulness of having a CE course designator at your institution. You may also want to meet with the curriculum committee to gather information about approval process and timeline. In order to prepare for a productive meeting with these stakeholders, it would be useful to spend some time



doing background research and articulating in writing the top 2-3 reasons it will be beneficial to pursue the course designation process at your institution. Review your office / Center's (E.g. Center for Community Engagement) past reports and other institutional documents (e.g. strategic plan, department websites, faculty profiles) to make notes about the extent to which information around community-engagement activities is available, and how having a system to record these activities would benefit the institution. Your rationale could include the following:

- having a more complete inventory of all that is happening in departments;
- developing a system to maintain this information annually for reporting purposes;
- making community-engaged learning (CEL) deeper and more pervasive;
- applying for Carnegie Foundation's Elective Community-Engagement Classification;
- documenting the impact of partnerships and projects;
- streamlining reporting by working with the registrar and course management systems

Note: Find out under which unit your Center falls (i.e. academic affairs, student affairs, President's office, Chaplain's office), and how well connected your center is with academic affairs staff. Connecting with Academic Affairs is important. Learn which committees exist, and which committee works on the approval process for the course designator. This will give you an idea about the individuals you will need to connect with to move this work forward.

Step 2: Setting-up Meetings To Understand the Requirements & Timeline

Next, schedule a meeting with the lead of the academic division (i.e. Academic Dean, President or Vice-President of Academic Affairs) to explore the possibility of developing a course designator. Discuss which of the above-mentioned reasons (see step 1) would be a priority for your institution. Also, meet with the curriculum committee chair and someone from the registrar's office to understand the approval process, required documents, and timeline.

Step 3: Identifying a Faculty Ally

Once the Academic Dean is on board with the idea, ask if they could connect you with a faculty member to start this process. If you know of a faculty (either through your own connections or due to your membership in certain committees), discuss it with the Academic dean (lead of the academic division), and recruit them to work with you on this project. Explain them the scope of this work, time commitment, and compensation. Some schools give course releases to faculty whereas some schools offer a stipend.

Note: *Make a strategic choice about who to work with. Find a faculty member who is engaged, well-respected by colleagues, and will advocate for community-engaged learning.*

Step 4: Defining Community-Engaged Learning and Standards

First, work with the faculty to clarify a campus-wide language and conceptualization of community engaged coursework (which may be called different names including community engaged learning, service-learning, community-engaged research, etc.



Some schools follow the definition given in the Carnegie Foundation's elective community engagement classification, as included below:

Carnegie Foundation

Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

(Source: <https://public-purpose.org/initiatives/carnegie-elective-classifications/community-engagement-classification-u-s/>).

Definitions: Community-Engagement

Bringle & Hatcher

Service-learning is a credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity.

(Source: Robert G. Bringle and Julie A. Hatcher, (1996) "Implementing Service Learning in Higher Education," The Journal of Higher Education 67 (2): 221–39, www.jstor.org/stable/2943981)

University of South Florida

Community-engaged learning occurs at the intersection of teaching and community-engagement. Key components are: (1) that it enhances understanding of course content and is tied to specific learning goals through consciously designed reflection, (2) that one of the learning goals is civic engagement, intended to enhance students' sense of personal responsibility to participate in the public realm to address current pressing social problems, and thus going beyond the academic or skill based goals of the course, and (3) it is based on a reciprocal relationship through which the activities are planned and implemented through collaboration with a community partner to meet the challenges identified by that partner. Community-engaged learning must be an academically credited activity, requiring faculty guidance so the full learning potential is realized. Meaningful activities are related to course material through reflection activities such as directed writings, small group discussions, and class presentations.

(Source: <https://www.usf.edu/engagement/community/definitions.aspx>)

Some schools research how community-engagement is defined in different schools, what the critical elements are, and develop their own definitions.

Next, work with the faculty to articulate a set of standards that must be met for a course to be counted as qualified in that conceptualization. Often, this involves both qualitative and quantitative elements. For instance, a course may need to include civic student learning outcomes in the syllabus and involve at least 30 hours of off-campus engagement on a community issue.

CE Course Designator Criteria Examples

Bates College used the following criteria to designate a course as a CEL course:

- the course or project includes consultation or collaboration with a community partner or partners;
- the course or project addresses a problem, challenge, or need that community members or a community organization identifies as important;
- the course includes a critical examination of the context of the community problem or challenge with which it is engaged;
- the course provides students with opportunities to reflect on their community-engaged work;
- the course/project makes a positive contribution to or produces a value-added outcome for the community partner(s).

Lindsey Wilson College set the following standards to count a course as community-engaged:

- Clear connections between course objectives and community-based experience(s)
- Adequate preparation for the community-based component as well as guidelines and requirements for student critical reflection on experience
- That the community-based component is with, not for, a community partner
- That the community-based component is reciprocally beneficial



CEL Course Submission Form 4/8/21, 10:12 AM

CEL Course Submission Form

Use this form to submit information for a course to be considered for approval for the Community-Engaged Learning course signifier. Please fill it out as completely as possible, and attach a draft syllabus that contains, at minimum, the necessary CEL components outlined below. The form and syllabus should clearly demonstrate learning outcomes for community engagement and have a clear plan for course reflection.

Any course at Lindsey Wilson College seeking to do Community-Engaged Learning must meet the following standards:

- Clear connections between course objectives and community-based experience(s)
- Adequate preparation for the community-based component as well as guidelines and requirements for student critical reflection on experience
- That the community-based component is with, not for, a community partner
- That the community-based component is reciprocally beneficial

Reflection: A key component of Community-Engaged Learning is regular reflection, which connects the students' community-based experiences to the learning goals for the course. If your syllabus does not specifically address reflection, please attach documentation that demonstrates the role of this practice in your course. Examples of reflection include class discussions, journal entries, papers, videos, or presentations.

Form is due March 1, 2021.

* Required

1. Email address *


2. School: *

3. Course Instructor: *

https://nces.google.com/forms/mals50/tst1fuz2R3Rma?AJY29t9GJMGZnc13pCkxusd3M9tly46imifrom Page 1 of 8

Maryville College proposed that a course with a Community Engagement (CE) designation meets the following four criteria demonstrating that community-engaged project(s):

- connect a student’s disciplinary concepts with the community
- require students to reflect critically and are assessed based on academic competencies
- are integrated into the course and required of all students
- involve collaboration *with community partner(s) with reciprocal value for students and community*



Community-Engaged (CE) Course Designation

Community-Engaged Learning is:
collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity

Community-Engagement Course Designators:
 Beginning Fall 2021, Maryville College will have a designator for community-engaged courses in the class schedule. This designator, a best-practice for identifying, highlighting, and tracking community-engaged curriculum, is also useful for students seeking applied experiences.

A course with a Community Engagement (CE) designation meets the following four criteria demonstrating that community-engaged project(s):

1. connects a student’s **disciplinary concepts** with the community
2. requires students to **reflect critically** and are **assessed** based on academic competencies
3. are integrated into the course and **required** of all students
4. involve **collaboration** with community partner(s) with reciprocal value for students and community

To add the CE designator to your courses, complete the form and upload your syllabus at:
<https://forms.gle/PT7egpchJFFJSMe6>


With community-engaged experiences, students:

- build interpersonal and professional skills
- apply new ways of thinking, work in teams, solve problems
- engage with diverse populations
- reflect, make connections, challenge theoretical constructs
- find meaning and understanding, create impact in a real-world context

Direct and indirect services	Problem-based projects	Organizational capacity building	Community-based research
• students provide service to meet a community need	• students produce a deliverable for a community partner	• students support the mission of an organization by improving its existing potential	• research driven by a community need

With community-engaged courses, Maryville College demonstrates its commitment to:

- addressing community identified needs and collaborating to enhance community well-being
- deepening students’ civic and academic learning
- increasing College and community diversity, equity, and inclusion
- enriching the visibility and scholarship of the College
- upholding the Carnegie Classification for Community Engagement



The examples below from Indiana University-Purdue University Indianapolis (IUPUI) and Washburn University demonstrate a developmental approach to community-engagement course designation criteria:

Indiana University-Purdue University Indianapolis (IUPUI)

ATTRIBUTE	HIGH IMPACT	HIGHER IMPACT	HIGHEST IMPACT
Reciprocal partnerships and processes shape the community activities, course design, and community outcomes.	The instructor contacts a community organization to host students and provides a brief overview of the course (e.g., learning outcomes, syllabus) and the purposes of the community activities.	The instructor meets with the community partner(s) to discuss the course (e.g., preparation/orientation of students, learning outcomes, syllabus), and to identify how the community activities can enrich student learning and benefit the organization.	The instructor collaborates with and learns from the community partner(s) as coeducators in various aspects of course planning and design (e.g., learning outcomes, readings, preparation/orientation of students, reflection, assessment) and together they identify how the community activities can enrich student learning and add to the capacity of the organization.
Community activities enhance academic content, course design, and assignments.	The instructor includes community activities as added components of the course. The syllabus conveys this information.	The instructor utilizes the community activities as a "text" to provide additional insight into student understanding of academic content and ability to complete assignments. The syllabus describes the relationship of the community activities to learning outcomes.	The instructor integrates the community activities and relevant social issue(s) as critical dimensions for student understanding of academic content and ability to complete assignments. The syllabus provides a strong rationale for the relationship of the community activities to learning outcomes.
Civic competencies (e.g., knowledge, skills, disposition, behavior) are well integrated into student learning outcomes.	The instructor focuses on discipline-based content with some attention given to civic learning or development of civic competencies.	The instructor focuses on discipline-based content and connects to civic learning and civic competencies when relevant to the community activities.	The instructor focuses on the integration of discipline-based content with civic learning and civic competencies and emphasizes the relevance of the community activities to the public purposes of the discipline in society.
Dialogue with others across difference (e.g., racial, ethnic, social economic status, sexual orientation) occurs regularly.	The instructor, the course, and community activities offer students opportunities for interaction and dialogue with diverse others (e.g., race, ethnicity, social economic status, gender, sexual orientation).	The instructor, the course, and community activities engage students in periodic interaction and dialogue with diverse others (e.g., race, ethnicity, social economic status, gender, sexual orientation), as well as interactions and dialogue with peers across a range of experiences and diverse perspectives.	The instructor, the course, and community activities engage students in frequent interaction and dialogue with diverse others (e.g., race, ethnicity, social economic status, gender, sexual orientation), as well as interactions and dialogue with peers across a range of experiences and diverse perspectives.
Critical reflection is well integrated into student learning.	The instructor asks students to create reflective products about the community activities at the end of the semester.	The instructor structures reflection activities and products about the community activities that connect the experience to academic content, require moderate analysis, lead to new action, and provide ongoing feedback to the student throughout the semester.	The instructor builds student capacity to critically reflect and develop products that explore the relevance of the experience to academic content, use critical thinking to analyze social issues, recognize systems of power, and lead to new action. The instructor provides ongoing feedback to the student throughout the semester.
Assessment is used for course improvement.	The instructor articulates the student learning outcomes to the class and assesses at the end of the course.	The instructor articulates the student learning outcomes to the class and uses a measurement tool to assess the service learning component of the course.	The instructor and community partner(s) articulate the student learning outcomes to the class and use measurement tools to assess the service learning component of the course and influence on community outcomes.

Washburn University

See the next page.

	Level 0	Level 1: Tip of the Hat/ Bronze Ichabod	Level 2: Bowtie/ Silver Ichabod	Level 3: Non Nobis Solum/ Gold Ichabod
Community Engagement Embedded in the Course(s)	The course may discuss issues facing the community, bring in a member of the community to talk about community issues or send students to an organization to observe what occurs there, but there is no requirement for the students to actually engage with the community outside of the classroom.	Students engage in a service-learning activity (e.g. requiring that the students do 30 hours of service in a 100-level course to get a sense of what types of issues or agencies related to the academic major exist). While it may be embedded in the course each time it is taught, the learning objectives for the course would not change if this component were removed.	A single course that has been developed to engage the students with the community as more than just a "volunteer" and has at least one learning objective related to this engagement.	A course that has been developed to engage the students with the community as more than just a "volunteer" and has at least one learning objective related to this engagement. AND , both of the following: The students in the course are all engaged in a project or projects around a common theme and the community engagement is a significant portion of the class content (at least 25%). This class content could include readings, service, meetings with community partners, in-class discussions, time spent on a project either alone or with a group, etc.
Thirteen Attributes of Community-Engaged Learning	The course includes none of the attributes outlined in the attachment (Appendix A) in any discernible way or only includes reflection.	The course includes the reflection attribute and at least one of the other attributes outlined in the attachment with its implementation clearly presented.	The course includes the reflection attribute and at least two of the other attributes outlined in the attachment with their implementation clearly presented.	The course includes the reflection attribute and at least three of the other attributes outlined in the attachment with their implementation clearly presented.
Community Identified Need/Want	The course is built around what is learned in the classroom without consideration of actual community needs or wants.	The intention of the course is that the students will learn something about the community by being out in the community, but there is no communication with the community partner(s) re: needs that students in this class could meet. (e.g. students are told to contact the volunteer coordinator to set up their volunteer service in the same way any other volunteer from the community would do)	Prior to developing the syllabus, the community partner(s) are contacted to discuss the course purpose/learning outcomes and whether this could be achieved with an instructor identified activity with the partner(s). (e.g. the instructor wants the finished product to be a video of how poverty affects Topekans and asks the organization if this video can be filmed at their organization)	Prior to developing the syllabus, the community partner(s) are contacted to discuss the course purpose/learning outcomes and to determine if there are any needs that the organization currently has that relate to the purpose/learning outcomes for the course and the activity(ies)/project(s) are developed/assigned based on this. AND The activity(ies)/project(s) are developed with both input and approval by the partner(s) prior to being assigned to the students.

	Level 0	Level 1: Tip of the Hat/ Bronze Ichabod	Level 2: Bowtie/ Silver Ichabod	Level 3: Non Nobis Solum/ Gold Ichabod
Community Partner Relationship	There is no evidence of any contact/ Communication/ Relationship with a community partner	All contact with the community partner(s) is done through the students. The community partner(s) may serve in a default co-educator role in that they mentor and impart knowledge to the students they work with as part of their normal interaction with volunteers, but without an actual identified role for the course and with no interaction and collaboration about the structure of the course	There is an identifiable relationship between the community partner(s), instructor and students, but the collaboration is somewhat weak. There is evidence that the partner(s) had some input on the development of at least one learning outcome for the course & the activity(ies)/project(s) that the students will engage in, but they are not considered a co-educator and feedback is limited (e.g. a post-project evaluation of the students).	There is evidence that the community partner(s) had input into the development of the learning outcomes, project(s) & assessment and has an identified co-educator role when students are on-site or working on their project. Additionally, the instructor touches base with the community partner regularly to solicit feedback make adjustments if necessary. AND The community perspective is brought into the classroom setting at least once to enrich the learning environment (e.g. bringing a community partner representative in either physically or by Zoom, a panel of community members to discuss the issue being addressed by the class project, etc). AND There is evidence of an ongoing, mutually beneficial relationship. This does not mean that the same group of students must continue working with this organization, but rather that the faculty member continues the relationship in some capacity until it is agreed that it is no longer mutually beneficial or the organizational need no longer exists.
Knowledge/ Project Production	Knowledge and project production are done solely within the classroom setting and/or are not shared with a community partner.	Community engagement efforts are pursued as the end product (e.g. the number of hours in the community is the only accomplishment). AND/OR Communication of knowledge is unidirectional and applied to or on the community where the faculty and students both identify the needs and solutions/project in isolation. All expertise in the development of knowledge and/or a project comes from the academy, not the community.	There is evidence that the community partner(s) had some influence in the knowledge/product that is produced in that they were allowed to provide input into the project that would be produced by the students during the development stage of the course and syllabus.	Everything for a Level 2 community engagement project. AND There is an opportunity for the community partner(s) to see a project part way through the development stage & provide feedback about the project to expand the learning process and appropriateness of what is being produced. AND Knowledge and product production are done with a democratic civic engagement purpose which requires an ongoing multidirectional, reciprocal flow of information in a deliberative, cooperative learning environment of students, faculty and community partner(s). Final products, whether individual written works by students or an actual product done to meet a community identified need, must be shared with and evaluated by the community partner(s).

	Level 0	Level 1: Tip of the Hat/ Bronze Ichabod	Level 2: Bowtie/ Silver Ichabod	Level 3: Non Nobis Solum/ Gold Ichabod
Community Partner Relationship	There is no evidence of any contact/ Communication/ Relationship with a community partner	All contact with the community partner(s) is done through the students. The community partner(s) may serve in a default co-educator role in that they mentor and impart knowledge to the students they work with as part of their normal interaction with volunteers, but without an actual identified role for the course and with no interaction and collaboration about the structure of the course	There is an identifiable relationship between the community partner(s), instructor and students, but the collaboration is somewhat weak. There is evidence that the partner(s) had some input on the development of at least one learning outcome for the course & the activity(ies)/project(s) that the students will engage in, but they are not considered a co-educator for purposes of the course and feedback is limited (e.g. a post-project evaluation of the students).	There is evidence that the community partner(s) had input into the development of the learning outcomes, project(s) & assessment and has an identified co-educator role when students are on-site or working on their project. Additionally, the instructor touches base with the community partner regularly to solicit feedback make adjustments if necessary. AND The community perspective is brought into the classroom setting at least once to enrich the learning environment (e.g. bringing a community partner representative in either physically or by Zoom, a panel of community members to discuss the issue being addressed by the class project, etc). AND There is evidence of an ongoing, mutually beneficial relationship. This does not mean that the same group of students must continue working with this organization, but rather that the faculty member continues the relationship in some capacity until it is agreed that it is no longer mutually beneficial or the organizational need no longer exists.
Knowledge/ Project Production	Knowledge and project production are done solely within the classroom setting and/or are not shared with a community partner.	Community engagement efforts are pursued as the end product (e.g. the number of hours in the community is the only accomplishment). AND/OR Communication of knowledge is unidirectional and applied to or on the community where the faculty and students both identify the needs and solutions/project in isolation. All expertise in the development of knowledge and/or a project comes from the academy, not the community.	There is evidence that the community partner(s) had some influence in the knowledge/product that is produced in that they were allowed to provide input into the project that would be produced by the students during the development stage of the course and syllabus.	Everything for a Level 2 community engagement project. AND There is an opportunity for the community partner(s) to see a project part way through the development stage & provide feedback about the project to expand the learning process and appropriateness of what is being produced. AND Knowledge and product production are done with a democratic civic engagement purpose which requires an ongoing multidirectional, reciprocal flow of information in a deliberative, cooperative learning environment of students, faculty and community partner(s). Final products, whether individual written works by students or an actual product done to meet a community identified need, must be shared with and evaluated by the community partner(s).

Step 5: Sharing the Draft

Once your draft of the CE criteria is ready, invite the lead of the Academic Department to review it and offer feedback. Include the following topics in your draft:

- What a CE course designator is
- How a CE course designator would benefit students, community, faculty, and institutions.
Note: It would be useful to refer to literature from the field to support your proposal.
- Examples of a few CE courses from different departments to explain its relevance to different disciplines
- Process of how to receive a CE course designation for a respective course (e.g. a Course Submission Form)

Note: Review Siena College's example of a [Course Designation Guide](#) for more ideas.

Step 6: Meeting with Department Chairs

Conduct outreach to department chairs, and present the revised draft of the Community-Engagement Criteria to them. Explain the rationale for this process, discuss benefits of community-engaged work for institutions, students, communities, as well as faculty, and gather feedback. Bring department chairs on board to pilot and implement the course designation process.

Step 7: Submitting the Course Designation Proposal for Approval

Work with a designated faculty body (such as the curriculum committee) and registrar's office to approve the designation.

Use existing course management systems (such as Blackboard) or community engagement tracking systems (such as GivePulse or Collaboratory) to actually "flag" or mark the courses that qualify for community-engagement classification.

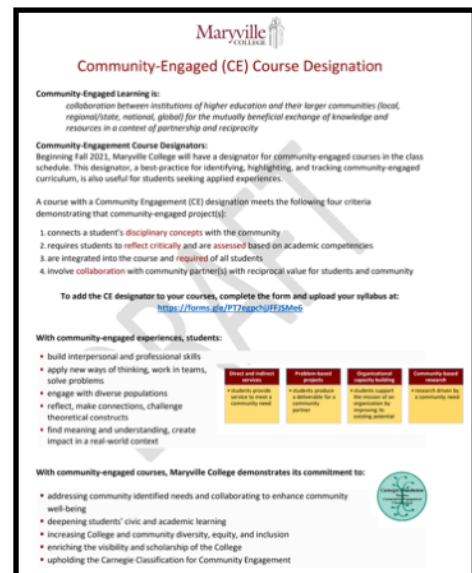
Note: *The process from beginning to end generally takes about a year.*

Step 8: Disseminating Information About the New Course Designator

Update Center's Web-page with Course Designator Information

Upload information about the newly approved community-engagement course designator to your center's webpage. It is useful to have a separate section on the webpage for faculty engagement with information about upcoming webinars, engagement opportunities, forms to submit courses for community-engagement course designation, resources, and toolkits.

Maryville College used a flyer (on the right) to distribute this information.



Identify Courses for CE Designation & Invite Faculty to Submit Courses for CE Designation through Forms & Surveys

Schools use different ways to collect syllabi for course designation. In some schools, every faculty is required to submit their syllabi to the division chair. Then, the division chair submits them to the Academic Dean.

One way for your center to access these courses is through the Academic Dean's office. Once you analyze syllabi based on the CE criteria, contact faculty members whose courses have potential for civic engagement or whose courses reflect elements of community-engaged pedagogy.

Another way to access these courses is to invite faculty to submit their courses, working with the division / department chairs. Some centers use a survey, a google form, or an email, which gets sent from the division chair's office.


See examples from Lindsey Wilson College and Spelman College below for forms.

Lindsey Wilson College

<p>CEL Course Submission Form</p> <p>Use this form to submit information for a course to be considered for approval for the Community-Engaged Learning course signifier. Please fill it out as completely as possible, and attach a draft syllabus that contains, at minimum, the necessary CEL components outlined below. The form and syllabus should clearly demonstrate learning outcomes for community engagement and have a clear plan for course reflection.</p> <p>Any course at Lindsey Wilson College seeking to do Community-Engaged Learning must meet the following standards:</p> <ul style="list-style-type: none">- Clear connections between course objectives and community-based experience(s)- Adequate preparation for the community-based component as well as guidelines and requirements for student critical reflection on experience- That the community-based component is with, not for, a community partner- That the community-based component is reciprocally beneficial <p>Reflection: A key component of Community-Engaged Learning is regular reflection, which connects the students' community-based experiences to the learning goals for the course. If your syllabus does not specifically address reflection, please attach documentation that demonstrates the role of this practice in your course. Examples of reflection include class discussions, journal entries, papers, videos, or presentations.</p> <p>Form is due March 1, 2021.</p> <p>* Required</p> <p>1. Email address *</p> <p>_____</p> <p>2. School: *</p> <p>_____</p> <p>3. Course Instructor: *</p> <p>_____</p>	<p>18. This course is: *</p> <p><input type="radio"/> Community-Engaged Learning CLASS - Every student in this section of the course is required to participate in the community-engaged learning experience. The CEL designation refers to a particular section of a course with a particular instructor.</p> <p><input type="radio"/> Community-Engaged Learning OPTION in Class - Students are given a choice by the instructor to participate in a community-engaged learning experience or some other equivalent assignment. The CEL designation refers to a particular section of a course with a particular instructor.</p> <p><input type="radio"/> Community-Engaged Learning COURSE - Every instructor teaching the course uses community-engaged learning pedagogy. In some cases, the department will create a standard syllabus for such courses. A Community-Engaged course can have a required or optional community-engaged learning experience.</p> <p>19. Please explain how you will use reflection to enhance learning in this course: *</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>20. Please indicate which community partner(s) you intend to work with and describe the project to be completed. If you have not yet confirmed your community partner, please indicate possibilities. Explain how this community-engaged learning or research is addressing a real community need that has been identified by the community. *</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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[Click on the image](#) of the CEL Course Submission Form from Lindsey Wilson College to access the full google form.

Spelman College

 Spelman College®
A Choice to Change the World

**Bonner Office of Civic Engagement
Service-Learning Course Registration Form**

Course Title: _____ Course Number: _____
Instructor: _____
Department: _____
Campus Box: _____ Phone: _____
Semester: ___ Fall ___ Spring Year 20 ___


Please describe the proposed service-learning projects/activities that will occur within this course (add additional sheets if needed):

Please attach a copy of the course syllabus.

Select one of the following options:
___ Optional Course Component ___ Required Course Component

Has the Curriculum Committee reviewed the service-learning component of this course?
___ Yes ___ No

If yes, was the course approved for listing as a Service Learning course? ___ Yes ___ No
If no, are you scheduled for a curriculum committee review? ___ Yes ___ No

 Spelman College®
A Choice to Change the World

Please provide a list of the first and last names of students enrolled in this course who will be completing service-learning hours so that their hours can be approved by Bonner Office staff.

Please provide the anticipated number of students in the course so forms may be gathered for distribution:
Number of students: _____

Will this course have a service-learning component from now on? ___ Yes ___ No
If no, the course will need to be registered each time it is offered.

Please check one of the following options:
___ I plan on establishing my own service sites. Please attach a list of sites, locations, and contact names.
___ I would like for the Bonner Office of Civic Engagement to set up the placement sites in consultation with me.

*Are you requesting transportation between campus and service sites for your students?
___ Yes ___ No If yes, please provide service site address(es):

Please list the date and time you would like someone from the Bonner Office of Civic Engagement to visit and review the process for transportation and recording service learning hours with your students.
Date _____ Time _____

You will be provided a copy of your registration along with a confirmation of the class visit if scheduled and notification of availability of transportation if relevant.

Return this form to Manley Student Center Room 202 or by email to jtisdale@spelman.edu.

*Due to finite resources, the Bonner Office of Civic Engagement is able to provide van transportation for a limited number of students, within a defined geographic area. Marta Cards and mileage reimbursement are also transportation resources for students engaged in approved service-learning activities.

Note: Given that all faculty members may not be familiar with your office, the response rate is higher when the email or the survey goes out from the division chair's office rather than from your office.

Bonner Schools with Community-Engagement Course Designator

The following schools developed a course attribute / designator for community engagement. Contact information of respective staff members is included for your reference:

- Brown University has a Community-Based Learning and Research (CBLR) Designation. This [page](#) contains information about criteria for CBLR courses and the process for adding CBLR designation to courses. Contact Julie Plaut at julie_plaut@brown.edu for more information.

- Capital University has a [Community/Civically Engaged Designation](#). Contact Stephanie Wilson at swilson@capital.edu for more information.
- College of Saint Benedict has an [Experiential Learning Designation](#), linked to a General Education (Common Curriculum) requirement, in which Service-Learning is one way to earn it. Contact Adia Zeman Theis at AZEMANTHEIS@csbsju.edu for more information.
- IUPUI has a [Service-Learning Designation](#) with multiple levels of practice (using a taxonomy). Download the [taxonomy from IUPUI](#), which includes an articulation of levels of service-learning in the coursework. Contact Charlie D’Nae Lienemann at charli@iupui.edu.
- Lindsey Wilson College has a Community-Engaged Learning (CEL) designation. To access their proposal and faculty form, visit the “Documents to Download” section of the wiki. For more information, contact Natalie Vickous at vickousn@lindsey.edu.
- Maryville College recently developed a community-engaged learning (CEL) designation. The implementation (pilot) will begin in Spring 2021. For more information, contact Amy Gilliland at amy.gilliland@maryvillecollege.edu.
- Montclair State University has a Service-Learning Designation, but has renamed this work Community-Engaged Learning in recent years. Contact Bryan Murdock at murdockb@mail.montclair.edu for more information.
- Siena College has the Academic Community Engagement (ACOM) Attribute. Contact Allison Schultz at ajschultz@siena.edu or Ruth Kassel at rkassel@siena.edu in the ACE Center. The college also has a [faculty handbook for ACOM](#), which can be found under the “Documents to Download” section of Bonner wiki.

Resources

- Campus Compact Knowledge Hub - Institutional Assessment Resources: <https://compact.org/resource-posts/institutional-assessment/>
- Dostilio, L. D., & Getkin, D. (2015). [Service-learning as catalyst for integrating community engagement across core academic functions](#). In Community Engagement in Higher Education (pp. 139-160). Brill Sense.
- Furco, A., Weerts, D., Burton, L., & Kent, K. (2009). [Assessment rubric for institutionalizing community engagement in higher education](#). University of Minnesota Twin Cities Office for Public Engagement Reports.
- Welch, M., & Saltmarsh, J. (2013). [Current practice and infrastructures for campus centers of community engagement](#). Journal of Higher Education Outreach and Engagement, 17(4), 25-56.

Credit

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