



Community-Engaged Learning Definitions, Outcomes, and other Items to include in CEL Syllabi

The information provided below is to help you develop a thorough Community-Engaged Learning course syllabus. Please include the following items in your syllabus: the definition and learning outcomes of Service Learning or Curricular Community-Engaged Learning, the general policies, and additional items.

DEFINITION OF SERVICE LEARNING

Service Learning (SL) is a teaching method that faculty use to help students deepen their understanding of course material. Students participate in on- or off-campus activities and experiences at a business, non-profit, or governmental setting (also known as community partners). They participate in these activities in order to respond to social problems.

In Service Learning, students are asked to articulate how the service experience affirms, expands, integrates, or calls into question the academic content of the course. Students consider these issues through the process of structured reflections. This form of experiential learning or learning by doing is mutually beneficial to the student and the community partner.

LEARNING OUTCOMES FOR SERVICE LEARNING

- Develop appreciation for the diversity of communities that make up Sacramento.
- Develop an understanding of local social issues facing our community.
- Feel connected to the course content, the major, and the field of study.
- Develop skills at working with others effectively.
- Develop new social connections at the university.

DEFINITION OF CURRICULAR COMMUNITY-ENGAGED LEARNING

Curricular Community-Engaged Learning (CCEL) is a course-based community service experience characterized by reciprocal partnerships that enhance student understanding, the outcomes of which benefit the common good. Students also participate in on or off-campus experiences at a business, non-profit, or governmental setting.

In Curricular Community-Engaged Learning, students engage in community service that meets a specific social need or provides a specific social benefit.

LEARNING OUTCOMES FOR CURRICULAR COMMUNITY-ENGAGED LEARNING



- Develop an appreciation of the importance of community partnerships and community learning that enhance student understanding.
- Participate in a community-engaged experience that provides a specific benefit to the common good.
- Plus, any relevant Service-Learning Objectives.

GENERAL POLICIES FOR BOTH SERVICE LEARNING AND CURRICULAR COMMUNITY-ENGAGED LEARNING

At Sacramento State, Community-Engaged Learning and other community service activities are supported by the Community Engagement Center (CEC). We will be talking more about Community-Engaged Learning in class and you will be required to complete some online paperwork to ensure that you are covered by SAFECLIP, a general and professional liability for students enrolled in Community-Engaged Learning courses for which they receive academic credit. Once it has been decided where students will do their CEL activity, I will “place” you at the site through the CEC Connect platform and then you will log in with your Sac State ID so that you can:

- Review and sign a Code of Conduct;
- Review and sign a Student Learning Agreement;
- Review and sign “Informed Consent, Agreement, Release, Waiver of Liability and Assumption of Risk” forms;
- Print out an Emergency Contact form to be given to your community partner site supervisor; and
- Keep track of your hours on an online Time Log throughout the semester. You will need to submit the Time Log for signatures at the end of the Semester.

RECOMMENDED ITEMS THAT SHOULD BE INCLUDED IN YOUR SYLLABUS

- A course description that includes a discussion of the CEL project or experience.
- A more detailed description of the CEL project or experience in the course assignments section, including main tasks, outcomes for student and community partner, identification of community partner(s), and brief description of partner organizations.
- Textbooks, articles, or book chapters related to CEL in general, or relevant to the specific context of CEL for your course.
- A course schedule that clearly indicates due dates for:
 - submitting a signed Student Learning Agreement
 - completing the online Orientation through CEC Connect



- printing out an Emergency Contact form and giving it to community partner
 - submitting signed Time Log in CEC Connect.
- A more detailed description of the structured reflection assignment (if required). Such assignments can include journal writing based on specific prompts, formal and informal oral presentations based on specific prompts, role playing, interviewing classmates, photo essays, collages, and more. Consider consulting with the CEC for ideas and examples of how to structure reflections.
- A brief description of the alternative assignment students may complete if for some reason they are unable to participate in the CEL project or experience.