**Course (Dept & Number):**

**Curricular Community-Engaged Learning Designation**

**Syllabus Review Form**

**Contact Person:** **Email:**

**Date Submitted:**  **Date Reviewed:**

Please review the following definitions and Community-Engaged Learning (CEL) elements before responding to the questions below.

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.

CCEL courses require the first three elements of the [CEL Taxonomy](https://drive.google.com/file/d/1YYGOnxzl6zrRWlBO2I5p-tYt6vD7FGDN/view). CCEL courses may, but are not required to, include one or two additional elements of the CEL Taxonomy. The first three elements are, as follows:

1. Reciprocal partnerships: Reciprocal partnerships and processes shape the community activities and course design to enhance student understanding of the importance of community learning.
2. Benefit to the common good: Student community involvement has a specific benefit to the material, cultural or institutional interests that members of society have in common. This specific benefit to the common good is intentional, planned for, communicated and assessed with the community partners in mind.
3. Academically relevant: Student community involvement is relevant to and integrated with the discipline-based academic content and assignments.

The three elements above correspond to the following course outcomes or learning objectives:

1. Develop an appreciation of the importance of community partnerships and community learning.
2. Participate in a community-engaged experience that provides a specific benefit to the common good.
3. Engage in community-engaged learning that is academically relevant and integrated with other assignments or assessments.

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|  | **Curricular Community-Engaged Learning Designation**  **Required Syllabus Items** | **Yes, no additional information necessary** | **Yes, but requires some clarification and resubmission** | **No; revision & resubmission of syllabus is needed** |
| 1 | Contains explicit reference to the course having a Curricular Community-Engaged Learning component |  |  |  |
| 2 | Provides systemwide definition of Curricular Community-Engaged Learning (above) |  |  |  |
| 3 | Indicates use of Campus-wide Community-Engaged Learning outcomes (above) |  |  |  |
| 4 | Indicates that students may be required to complete a final evaluation of a Curricular Community-Engaged Learning site |  |  |  |
| 5 | Indicates that a signed Student Learning Agreement will be completed by students (e.g., on calendar of due dates, in description of the CCEL component, etc.) |  |  |  |

6. Describe how your community partnership is valuable to the community partner and enhances student learning.

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7. Describe how your course-based community project or activity offers a specific benefit to the common material, cultural, or institutional interests of society.

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8. Describe how your course-based community project is academically relevant to and integrated with the discipline-based academic content and assignments.

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