



## Planning for a Community-Engaged Learning Course

### STEP 1: DECIDING TO WORK TOGETHER FOR MUTUAL BENEFIT

#### Sacramento State Faculty:

- Should decide, at least a semester in advance, to develop and incorporate a CEL component into a new and/or existing course.
- Participate in a Faculty Learning Community on CEL and/or reach out to the Community Engagement Center (CEC) for assistance in developing this component of the course.
- At least a semester in advance, review the list of current community partners found on the CEC website. Identify an existing community partner and send out a Community Partner letter (see sample on website), complete a request for a Community Partnership Agreement, or ask CEC to connect you with a potential community partner.
- Meet with community partner to discuss requirements of a course, needs of the community partner and how CEL can be mutually beneficial.

#### Community Partners:

- Reach out to CEC for assistance in how best to connect with Sacramento State faculty.
- Meet with faculty to discuss the needs or desires of the organization:
  - Direct service such as tutoring, mentoring, reading
  - Project-based service such as developing a marketing plan, database, website
- Learn more about the students and the course and how the experience at the site can be mutually beneficial – you are co-educators!

### STEP 2: FINDING A PARTNER – SACRAMENTO STATE FACULTY AND COMMUNITY PARTNER

- CEC may meet with faculty and community partner to identify potential scope of work for students.
- If we do not currently have a Community Partnership Agreement on file with Procurement and Contract Services (PCS), CEC will work with the community partner and PCS to establish this agreement. This includes completing a **Site Assessment** and a **Community Partner Profile** online in CEC Connect.
- Faculty visits/meets with the community partner site.



- Schedule day and time for community partner to present to class about the agency and CEL opportunities (optional, but strongly recommended).
- Community partner prepares a student orientation for students' first site visit.

### **STEP 3: PREPARING TO WORK WITH STUDENTS**

#### **Sacramento State Faculty:**

- Prepare new/revised syllabus to include CEL activity (CEC is available to assist with questions and offer feedback).
- For guidance on what to include in your CEL syllabus, please see these documents: CEL Definitions, Faculty Talking Points on CEL, Roles and Benefits, and DEIBJ in CEL.
- If you are doing Writing Partners @ Sac State as your CEL requirement, please contact the CEC about specific language for your syllabus, including the relevant CEL Definitions, Writing Partners Description, and specific WP Outcomes.
- Ask your department scheduler to add the relevant course attributes to your CEL course in CMS (This automatically results in the inclusion of your course and class roster in CEC Connect.)

Work with CEC to be **trained on CEC Connect**, a database for placing students at community partner sites. This database provides students with:

- Online orientation about CEL;
- Student Learning Agreement;
- Code of Conduct;
- Informed Consent, Agreement, Release, Waiver of liability, FERPA Waiver and Assumption of Risk forms;
- Time logs for tracking their hours to be signed by the student, faculty member and community partner; and
- Emergency Contact form to be completed by the student and left with their Site Supervisor.

### **STEP 4: COMMUNITY-ENGAGED LEARNING COURSE DESIGNATION APPROVAL**

The Community-Engaged Learning Course Designation Approval Process is designed to be mostly self-directed and instructive while maintaining consistent and high standards across the campus. This process is in addition to any curriculum workflow processes for new courses. The Community-Engaged Learning course designation approval process involves the following steps:



- Faculty for each section of a Community-Engaged Learning course must complete the Community Engaged Learning Tool (CELT). The CELT includes questions on the six essential elements of CEL. All six elements are required for a Service-Learning designation and two or more of the elements are required for a Curricular Community-Engaged Learning Designation. Completion of the CELT will result in a preliminary determination of a Service Learning or Curricular Community Engaged Learning designation. The CEL elements are:

#### Reciprocal & Collaborative Partnership

- Reciprocal partnerships and collaborative processes shape the community activities and course design to enhance student learning.

#### Mutual Benefit

- CEL contributes to student success
- Student community involvement has a specific and intended benefit to the common interests of society.

#### Academically Relevant

- Student community involvement is relevant to and integrated with the discipline-based academic content and assignments.

#### Civic Learning Goals

- Civic learning goals are articulated and develop students' capacities to understand and address critical social issues.

#### Reflection Facilitates Learning

- Critical reflection activities and assignments integrate classroom and community learning.

#### Integrated Assessment

- Student learning assessment addresses both the discipline-based and civic learning goals and includes learning from community involvement.

- Faculty should then conduct an informal self-review of their course, using the appropriate syllabus review form: Service-Learning Designation Syllabus Review Form or the Curricular Community-Engaged Learning Syllabus Review Form. Both forms include supplemental instructions with required language for a CEL syllabus, including CEL Definitions, Learning Outcomes, and General Policies. The instructor should adjust their syllabus as necessary to include the required language.



- Faculty should then submit their syllabus to the Community Engagement Center (CEC) for formal review. The CEC will review the CELT results and the syllabus to confirm that the essential elements and the required syllabus language are present. The CEC will communicate with faculty if any further adjustments are necessary.
- The CEC will notify the faculty and the chair of the academic program of successful completion of the course designation approval process. Course designation approval is good for five years.
- Once faculty complete the CEL Course Designation Approval process, they must request that their department scheduler identify their course with the relevant course attributes and attribute values in the schedule of classes. Once the course is coded with the appropriate course attributes and attribute values, the course information will populate in CEC Connect. Faculty may then use CEC Connect to place their students at a community partner site and instruct their students to complete their online orientation.

### **Timeline for implementing a Community-Engaged Learning Course**

#### **Beginning of the Semester - Weeks 1-3:**

- Community partners give short presentations about the organization and the work students would be doing (optional but strongly recommended).
- Once it has been decided where students will go for their CEL experience, faculty need to use CEC Connect to “place” (i.e., assign) students at a community partner site (e.g., Oak Park Elementary School, Loaves and Fishes, etc.).
- On the CEC Connect platform, students can be placed in one of three ways:
  - place all students at the same site;
  - place groups of students at various sites;
  - allow students to choose where they will be placed based on the list of approved community partner sites.
- Students complete their orientations and all risk management forms on CEC Connect.
- Students read and sign Student Learning Agreement.
- If required, students provide TB test verification, criminal background check, Livescan or fingerprinting, and complete other training.
- Once faculty give the go ahead, students can begin their Service Learning or Curricular Community-Engaged Learning.
- Once students begin, the community partner is obligated to give students an on-site orientation.



### **Middle of the Semester Weeks 3-13:**

- Students participate in regular ongoing service and contact faculty instructor if they need immediate assistance.
- Community partner stays in contact with faculty via phone and email; faculty visit community partner site at least once or twice.
- Students regularly reflect on service and connect to course content.
- Sometimes students may need a different CEL placement than the one initially planned. Students are required to discuss any potential changes to their CEL placement with their instructor. If there is an unresolvable issue, the instructor should notify the CEC, which will then work with all parties in an effort to resolve it.

### **End of the Semester Weeks 14-15**

- Thank community partner (CP) and consider inviting CP to class for roundtable presentation and/or reflections.
- Think about next steps for maintaining long-term partnerships.
- The CEC will send out more information to faculty about assessing student CEL experiences.
- Students end service, complete time logs, and obtain site supervisor and faculty signatures.