

# Designation Process for Community-Engaged Academic Courses Beginning Fall 2015

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The Faculty Senate approved new definitions for community engaged academic curriculum in spring 2014. The Community Engagement designation (CE) encompasses a broad range of ways that courses might engage students in learning about and taking action for the public good. Courses with the Service-Learning designation (SL) are a subset of that broad range meeting additional criteria. A course may be designated as either CE or SL but not both.

The absence of accurate data on classroom engagement led to the course designation process and is critical to our having a mechanism for capturing, assessing, and reporting academic engagement at UAA. Capturing this data, assessing it, and reporting out are integral to UAA's accreditation reports and to our continued status as a Carnegie Engaged University. UAA is one of 361 colleges and universities nationwide with the select designation; we were re-awarded the designation in January 2015.

The Faculty Senate approved a process for both course designators being self-imposed by individual faculty for a period of three semesters: Fall 2015-Fall 2016. In Summer 2016, a CCEL research project will assess the workability of the self-designations with two semesters of data and make recommendations to both the Faculty Senate and the UAA Community Engagement Council, reporting to the Office of Academic Affairs.

## **Self-Designation for both Community Engaged (CE) and Service Learning (SL)**

The attribution of a community-engaged course may apply to a broad spectrum of courses that could include a wide variety of experiences and activities. There may be a portion of the course or set of assignments that require the students' interaction with community and/or community issues that does not carry throughout the semester. Activities might be indirect or direct service to a community organization or individuals and could potentially take place entirely in the classroom. This broad definition may sometimes capture work that is exploratory for faculty beginning to engage with community in their courses, brings an application of theory to practice that is appropriate for only part of a course, or requires a relatively low level of community interaction due to large course size or other considerations that do not favor intensive engagement .

The SL designation, by definition, asks more of the faculty and the students in designing a significant experience based in the community and asks that issues of impact, sustainability and reciprocity be addressed with the community partner. Additional guidelines are to prepare students for service roles, structure reflection, and address evaluation of impact for students and community.

The Registrar's Office is prepared to implement this process for Fall 2015. The CE or SL designation will be entered on the Final Schedule Proofs in the "attendance method" column. The final Fall 2015 Schedule Proofs are due to the Curriculum Office on 2/13/15. This will hold true for the main campus in Anchorage and for courses taught in Eagle River. If Mat-Su, Kodiak and Kenai Peninsula faculty wish to code their courses in this way, Lora Volden is willing to work with the appropriate office on adapting or adopting the process that are now in place.

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<sup>1</sup> The two definitions that were approved by the Faculty Senate March 7, 2014 are:

**CE\*** A **Community Engaged course** involves the student(s) in some kind of work outside of the classroom that contributes to the public good. At a minimum, the course should:

- Design and implement the community work with appropriate community input so that the students' efforts will provide an identifiable public benefit rather than a community burden.
- Clearly link the community work to student learning outcomes in the syllabus.
- Engage students in some oral or written reflection that explores their experience of engagement and connects it with the course learning goals.

**SL\*** A **Service-Learning course** is a Community-Engaged course which integrates the service and learning more deeply and more intentionally. At a minimum, the course should have:

- Service: significant community-based work defined in response to a need or aspiration presented by one or more partnering community organizations and for which core issues of impact, sustainability and reciprocity have been addressed.
- Clear linkage between the service and student learning outcomes: both academic and civic learning are addressed, and this is communicated in the syllabus.
- Preparation for service: students are prepared for the roles they will play, including engaging respectfully with a community that may differ significantly in race, class, age, or other elements of social identity.
- Structured reflection: intentional, systematic reflection on students' experience in the community is integrated throughout the course, not added as a one-time or final assignment. Reflection activities may include talking, writing or other means, and may be individual, group-based, or both.
- Evaluation: assessment of student learning and community impact has been planned. This could consist of asking the CCEL to survey the community partner and students, or could be instructor-designed assessment activities.

# 201503 COH CEL Final Schedule Proof

Due to Publications by 13-Feb-2015  
 Department Contact:Kara Joseph

Generated:

Questions? Contact Michael ( 786-1555 | michael@uaa.alaska.edu)  
 Your Phone:786-4062

Attendance Method  
 column = Attn



CRN	Subj	Crs	Sec	Title	Crd	CnHr	Days	STime	ETime	Bldg	Rm	Dates	Instructor	UA ID	Cap	Wait	Aprv	Crs Cat	Del Mthd	Pacing	Mtg Times	Web	Attn	XST	Sec.No
70709	CEL	A292	602	*Intro to Civic Engagement	3	3 + 0	T	05:30p	08:15p	ESH	206	8/24-12/12	Liston, Angela		20	4		3	F2F	I	Y	Y			
																							SL		
70710	CEL	A292	603	*Intro to Civic Engagement	3	3 + 0	MW	11:30a	12:45p			8/24-12/12	Liston, Angela		20	4		3	F2F	I	Y	Y			
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70711	CEL	A395	601	Civic Engagement Internship	VAR	0 - 1 + 6 - 27						8/24-12/12	Owens-Manley, Judith		12	0		3	F2F,INT/PRAC	I	Y	Y			
																							CE		
70712	CEL	A450	601	*Civic Engagement Capstone	3	2 + 2						8/24-12/12	Owens-Manley, Judith		12	0		3	F2F	I	Y	Y			
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