

## Designation for Community-Engaged Learning Courses at UAA

**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.