

Essential Elements	Description
<p>Reciprocal Partnerships</p>	<p>Reciprocal partnerships and processes shape community activities and course design to enhance student understanding of the importance of community learning.</p> <p>INSTRUCTOR AND COMMUNITY PARTNER COMMUNICATE DIRECTLY THROUGH CAMPUS SL/CE OFFICE</p> <p>The communication between instructor and community partner includes course overview (e.g., learning outcomes, syllabus) and the value of the partnership to both community and student learning is shared with students.</p> <p>INSTRUCTOR AND COMMUNITY PARTNER</p> <p>The instructor and community partner meet virtually or in person to discuss the course (e.g., preparation/orientation of students, learning outcomes, syllabus), and to identify how the community project can enrich student learning and benefit the organization's mission and work within the community. The value of the partnership to both community and student</p>

<p>Critical Reflection Facilitates Learning</p>	<p>Critical reflection activities and assignments integrate classroom and community learning.</p>	<p>INFORMAL AND UNSTRUCTURED REFLECTION Students engage in informal and unstructured reflection about the community project, often at the end of the semester.</p>	<p>CRITICAL REFLECTION CONNECTS COURSE CONTENT TO COMMUNITY PROJECT/ACTIVITY Reflection activities and products critically connect student community involvement to academic and civic content, require moderate analysis, lead to new action, and provide ongoing feedback to the student throughout the semester.</p>	<p>CRITICAL REFLECTION IS FULLY INTEGRATED TO COURSE CONTENT, COMMUNITY PROJECT/ACTIVITY, AND IN COLLABORATION WITH COMMUNITY PARTNER Instructor and community partner(s) collaborate to build student capacity to critically reflect and develop products that explore the relevance of the experience to academic content and provide ongoing feedback to support student learning. Students use critical thinking to analyze social issues, recognize systems of power, and/or lead to new action.</p>
<p>Integrated Assessment of Student Learning</p>	<p>Student learning assessment addresses both discipline-based and civic learning</p>			

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ATTRIBUTES

CIVIC ENGAGEMENT

CIVIC LEARNING GOALS

COMMUNITY-ENGAGED LEARNING

COMMON GOOD

COMMUNITY PARTNERSHIPS

Community Partners (entities, organizations, or groups with whom a relationship can be developed) in which students learn and grow through participation in the collaboration; the outcomes of which benefit the common good. Reciprocal community partnerships and processes shape the community-based activities and course design to enhance student understanding of the importance of community

CRITICAL REFLECTION

Critical Reflection is the powerful process of making meaning out of a purposeful combination of experiences and academic cc adds depth and breadth to meaning by challenging simplistic conclusions, comparing varying perspectives, examining causality, and raising more challenging questions. (Barbara Jacoby, December 2010)

CURRICULAR COMMUNITY-ENGAGED LEARNING

Curricular community-engaged learning is a course-based community service experience characterized by reciprocal partnersl enhance student understanding, the outcomes of which benefit the common good.

SERVICE-LEARNING (referred as COMMUNITY-BASED LEARNING on some CSU campuses)

Service Learning is a teaching method in which meaningful service is a critical component of course curriculum and assessme student learning. It is characterized by critical reflection and a collaborative partnership among the instructor, students, and community, with a focus on both student learning and community impact.

SERVICE-LEARNING/COMMUNITY-BASED LEARNING COURSE

An academic course (in any discipline) that provides students opportunities to participate in organized service activities that ali community focus areas while linking the community service experiences to the course content. This makes service learning a very different experience than community service.

*Functional definition for CEL activities