### Dimensions of Community-Engaged Learning

Community-engaged courses should address the following dimensions:

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<thead>
<tr>
<th>Purpose</th>
<th>Relationships</th>
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<tbody>
<tr>
<td>• Develop students’ knowledge and concern about communities most affected by injustice, and prepares them to lead lives committed to equity and social justice</td>
<td>• Foster reciprocal and authentic relationships that honor community partners as co-educators</td>
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<td>• Contribute to the common good by building the capacity of individuals and organizations to address community-identified priorities and desires</td>
<td>• Reflect shared leadership and solidarity with community over mere transactional relationships</td>
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<tr>
<td>• Draw upon student and community voices to shape the course’s learning and engagement activities</td>
<td>• Integrate sustained community relationships, ongoing communication, shared expectations, and plans for addressing interpersonal and institutional challenges</td>
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<td>• Integrate guided critical reflection before, during and after engagement to help students make meaning of intersections between academic knowledge, civic engagement, and understanding of diversity, positionality, and power</td>
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<td>• Include formative and summative assessment of student learning and community outcomes to improve current and future community engagement</td>
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<tr>
<th>Process</th>
<th>Forms</th>
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<tbody>
<tr>
<td>• Frame the course in terms of known pedagogical models including service-learning, participatory and community based research, internship, field experience, or immersion</td>
<td>• Demonstrate a public purpose, a vision of social justice and equity, shared interests of community members, and transformational learning experiences for students</td>
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<td>• Reflect a commitment to equitable community engagement in terms of course content and pedagogy</td>
<td>• Identify the conditions, dynamics, strengths, and priorities of a group or community with which students engage.</td>
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</table>

### Learning Outcomes for Community-Engaged Courses

Consistent with USF’s mission and vision, and the essential dimensions of community-engaged learning, the following learning outcomes should be integrated into the course:

- Identify the conditions, dynamics, strengths, and priorities of a group or community with which students engage.
- Synthesize learning from community and classroom.
- Analyze one’s own and others’ beliefs, values, knowledge, and social positions and their social, political, and ethical implications in the context of working toward the common good.
Task Force Methodology

Analyze USF data on community-engaged learning courses and partnerships → Benchmark best practices by looking at models from other institutions → Interview colleagues at other institutions about CEL philosophies and practices

→ Review current literature in the field and examples of institutional CEL reports and policy statements → Make recommendations to campus leadership about revising USF's service-learning requirement to reflect community-engaged learning

Task Force Membership

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Benchmark Institutions

Santa Clara University
Seattle University
Loyola University Chicago
University of San Diego
Portland State University
Indiana University Purdue University at Indianapolis
California State University Monterey Bay
Stanford University
Brown University