Dimensions of Community-Engaged Learning

Community-engaged courses should address the following dimensions:

Purpose

• Develop students' knowledge and concern about communities most affected by injustice, and prepares them to lead lives committed to equity and social justice
• Contribute to the common good by building the capacity of individuals and organizations to address community-identified priorities and desires

Relationships

• Foster reciprocal and authentic relationships that honor community partners as co-educators
• Reflect shared leadership and solidarity with community over mere transactional relationships
• Integrate sustained community relationships, ongoing communication, shared expectations, and plans for addressing interpersonal and institutional challenges

Process

• Draw upon student and community voices to shape the course's learning and engagement activities
• 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
• Include formative and summative assessment of student learning and community outcomes to improve current and future community engagement

Forms

• Frame the course in terms of known pedagogical models including service-learning, participatory and community based research, internship, field experience, or immersion
• Demonstrate a public purpose, a vision of social justice and equity, shared interests of community members, and transformational learning experiences for students
• Reflect a commitment to equitable community engagement in terms of course content and pedagogy

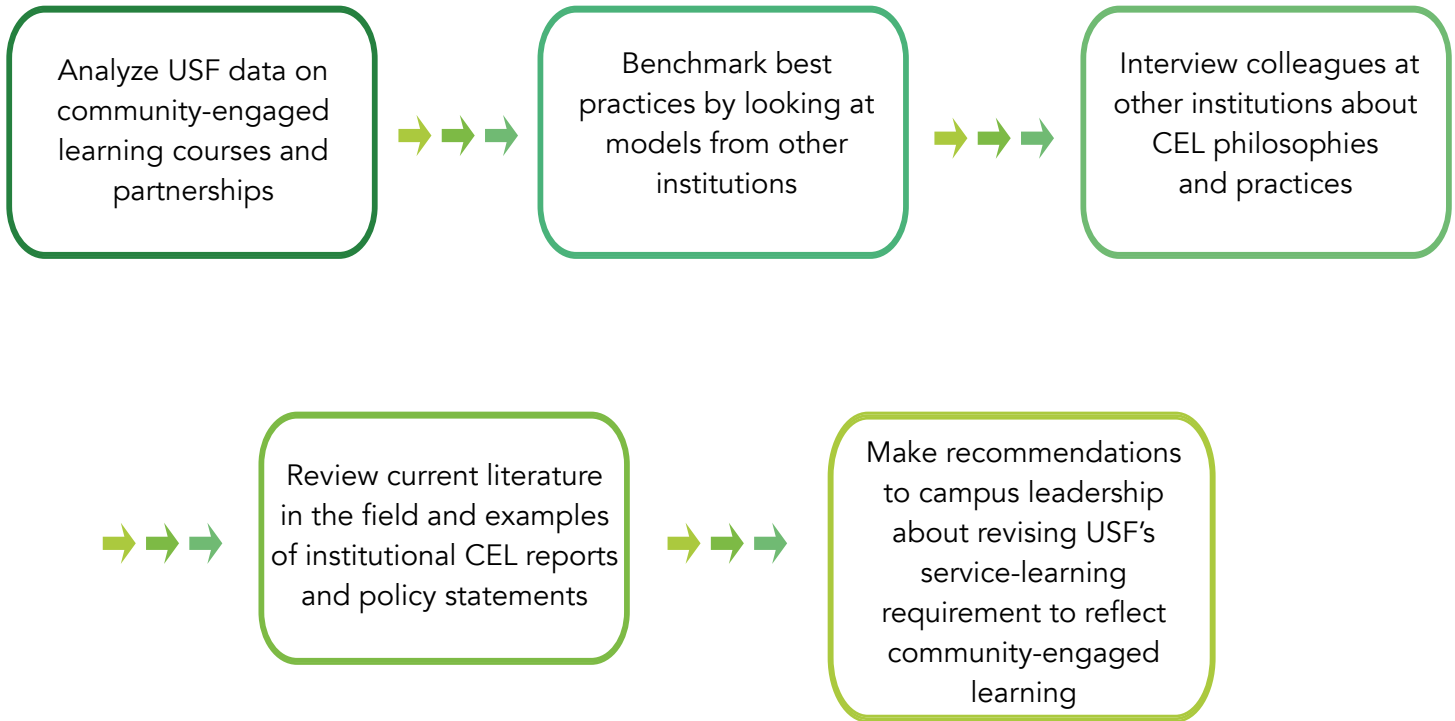## Learning Outcomes for Community-Engaged Courses

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

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