CEL Course Design Worksheet

Course Title:

Department:

Draft a description that includes a few sentences about how integrating CEL into the course will:

1. Help students to analyze/apply course concepts in real world contexts
2. Develop students’ skills and knowledge for informed and effective civic participation
3. Meet community-identified priorities/need and continue to the public good
4. Align with USF’s vision and mission
Learning Outcomes:

Using the following CEL learning outcomes, and your discipline-specific learning outcomes, draft 3-4 course outcomes that integrate both. Note which CEL outcomes are integrated into which of your course outcomes in parenthesis after each of your course outcomes in parentheses after each of your course outcomes (e.g. CEL 2).

CEL Learning Outcomes
1. Analyze the dynamics, strengths, and priorities of a group, community, or environment with which students engage.
2. Examine an environmental or social justice issue, including its roots causes, impacts, intersections with other issues, and possible solutions.
3. Analyze one’s own and others’ beliefs, values, social identities, and world views and their implications for how one defines and contributes to the common good.
Assignments:

Because reflection and assessment of student learning should happen throughout the course, most of your graded assignments should require students to draw on their community-engaged experience to reflect achievement of learning outcomes. List some assignments you will include in your course, and in 2-3 sentences, describe how they will integrate students’ community engagement, connect them to specific course learning outcomes, and provide the grade/point breakdown for each assignment.
Student Performance Expectations in Community:

Create a list of expectations for how students will engage with community. Consider addressing things like how to community with site supervisors, appropriate attire, responsibility/accountability for completion of projects and service shifts, handling unexpected schedule changes, using proactive problem solving if issues arise etc.
Community Partnerships:

List your potential partner organizations, including contact person/site supervisors, website, and description of project or activity students will do with organization (if known). If you do not yet have community partners in mind, describe the types of partner organizations you intend to work with and the types of projects students might do. Describe how community partners organizations will act as co-educators, facilitating students’ learning in community. Also be explicit about how you and your community partners will stay in communication, and how community partner feedback will factor into students’ final grades.
**CEL Course Content:**

As you plan the content and activities for each class session, consider where and how you will integrate:

- An orientation to community-engaged learning
- Orientations to community partner organizations
- Opportunities for group reflection (discussions, case studies, etc.)
- Content that will contextualize student’s community engagement (e.g. articles, guest speakers, media, etc. on relevant populations and justice issues)