

# COMMUNITY-ENGAGED LEARNING COURSE DESIGN WORKSHEET

Course \_\_\_\_\_

Semester \_\_\_\_\_

Prepared by:

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**STEP ONE: CONSIDER HOW COMMUNITY-ENGAGED LEARNING WILL HELP YOUR STUDENTS ACHIEVE YOUR DESIRED LEARNING OUTCOMES.**

- 1. What are your desired learning outcomes for the course you are planning? Or, if you are revising a current course design, what are the learning outcomes now and what would you like them to be?**
  
- 2. What pedagogies align with the desired learning outcomes (e.g., research papers, lecture, demonstration, problem-based learning, class discussions, community based learning)?**
  
- 3. What desired learning outcomes are best achieved through CEL? Why?**

**STEP TWO: DETERMINE HOW THE COMBINATION OF SERVICE AND ACADEMIC CONTENT WILL ENABLE STUDENTS TO ACHIEVE THE LEARNING OUTCOMES.**

**Service**

- 1. What types of service are appropriate for the course?**
  - Nature of service activities?
  - Service locations?
  - Client populations?
  - Other factors?
  
- 2. How much service will the students do? How frequently? What duration?**

## **Course materials and classroom activities**

### **1. What readings and other materials will complement the service?**

- **Introduction to CEL**
- **Community context**
- **Needs to be addressed**
- **Historical and theoretical perspectives**
- **Underlying social issues**

**2. What reflection activities will occur:**

- **Before the service?**

- **During the service?**

- **After the service?**

### 3. How will you use class time?

- Lectures
- Guest speakers
- Small group activities
- Discussion

### 4. What assignments will be required?

- Weekly
- Mid-term
- Final



**6. What role, if any, would the community partner like to have in deciding which students will serve at the site?**

**7. How much service does the organization want the students to do? How frequently? What duration?**

**8. Will you do service with the students? If not, will you revisit the service site? At what points?**

**9. What assets does the community organization have that contribute to your desired students learning outcomes?**



**10. How well do the community organization's needs and assets mesh with yours?**

**11. How would the organization like to be involved in reflection?**

**12. Would your community partner like to be involved in the classroom? How? What compensation can you provide?**

**13. How will you stay in touch with your community partner?**



**4. How will grades be determined?**

**5. How will you obtain the students' assessment of the success of the course?**

## **Community**

- 1. How will you measure the extent to which the community partner's desired outcomes have been achieved?**
  
  
  
  
  
  
  
  
  
  
- 2. How will you work with your community partner to use the evaluation results to plan for the future of the partnership? Of the course?**

## **STEP FIVE: DEVELOP THE SYLLABUS.**

### **1. Prepare a draft syllabus including the following elements:**

- **Rationale for CEL**
- **Nature of the service experience**
- **Students' roles and responsibilities in the service experience (e.g., time required, location, transportation)**
- **How the service experience will be assessed and what will be assessed**
- **Readings and course materials**
- **Course assignments that connect the service and the academic content**
- **Description of the reflective process; reflection activities**
- **Grading policy and process**

2. Visit the community partner to discuss the draft syllabus. (Provide the syllabus in advance.)
  
3. Based on community partner input, revise the syllabus as appropriate.
  - What revisions will you make to your expectations of students in terms of their service?
  
  - What modifications will you make in course materials based on your community partner's contributions?

## **STEP SIX: PREPARE TO MANAGE THE PROCESS.**

1. How will students be prepared for the service experience?
  - On campus?
  
  
  
  
  
  
  
  
  
  
  - At the service site?

## 2. What logistical issues need to be addressed?

- Tools and materials
- Training
- Appropriate dress and behavior
- Transportation
- Safety
- Risk management
- Required security procedures (e.g., forms to be completed, background checks)

## 3. What problems can be anticipated?

