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# COMMUNITY ENGAGED LEARNING REQUIREMENTS

1. INCORPORATE THE ELEMENTS OF COMMUNITY ENGAGED LEARNING INTO YOUR SYLLABUS
  - a. **Meaningful Service Activity-** Community Engaged Learning is not adding on “volunteer” activities to a course. It is integrating meaningful service so students apply the knowledge and skills they are learning in class to meet community needs. The students’ learning experience is reflected in their final grade.
  - b. **Reflection** – Reflection is an essential element of a community engaged learning course. It is a structured time for students to recount their experiences and the learning acquired in the community setting. It can be accomplished in a number of different ways, depending upon the instructor’s preference. Some common forms of reflection include writing in journals, answering specific questions, or classroom/small group discussions.
2. COURSE DESIGNATION FORM – a designation form can be found on the CEL website ([www.usu.edu/CEL](http://www.usu.edu/CEL)), which all courses must complete, submit, and gain approval prior to being listed in Banner as a SL course. Designation forms are reviewed by the Community Engaged Learning Faculty Advisory Board, and faculty are given feedback on how to best improve their courses.
3. PARTNERSHIP WITH A COMMUNITY AGENCY –the partnership with a community agency is a key component of all CEL course. The community partner can be an agency serving the campus, local, state, national, or international community, but in all cases the service project should be defined with the assistance of the community partner – not just the faculty. CEL courses should model reciprocity, providing learning opportunities for students, classroom or research assistance to faculty, and assisting community partners to address community need. ***While not required, we do encourage all faculty to check the Community Bridge Initiative project list to see high need projects requested from approved community partners.***
4. ASSESSMENTS – Community Partners, Faculty, and Students are required to complete assessments at the end of each semester. Assessments will look to see if learning objectives were met, measure impact, and provide a forum for parties to give feedback on how to better improve the program. Assessments will be available through AggieSync or faculty can request physical copies.
5. SCOPE OF WORK - Prior to the start of the semester, community partners and faculty will meet to complete the Scope of Work (SOW), outlining goals of the project, roles and responsibilities, and deliverables to be completed by the end of the semester. Both parties will be involved in the completion of this document and will sign it. Scope of Works can be found in the ‘resources’ section of this website.
6. RECORDING SERVICE HOURS – Students will be required to record their service hours completed through AggieSync. A training for students can be arranged at the start of the semester to ensure students are properly reflecting hours completed in their logs. Faculty can request a final report of students’ hours completed through the Community Engaged Learning program for grading, research, or class reporting. Faculty teaching repeat CEL courses may also request a portal for their course.
7. FACULTY ORIENTATION – Online training has been created to provide further guidance to faculty as to creating a successful Community Engaged Learning course. It is recommended all faculty complete this training prior to teaching their first service learning course. One-on-One consulting sessions with the Community Engaged Learning staff are always available, and we’re happy to help you find a CBI project match!