

ROAD MAP: DEVELOP A COMMUNITY ENGAGED LEARNING CLASS AND APPLY FOR CEL DESIGNATION

Embedding CEL into an existing class

- Do you already teach a CEL class, but just haven't applied for CEL designation?
 1. Do you identify, explore, and discuss community needs in course lectures & activities?
 2. Do you teach course topics through hands-on, community based activities?
 3. Do you collaborate with a community partner to identify and tackle projects and needs in the community?
 4. Do you allow for student reflection over the course of the semester?
- If you answered yes to all of these questions, then you're likely teaching a CEL course.
- If you answered yes to one or more of these questions, you can work to add the other components to round out the CEL experience in your course.

If you haven't already, you'll need to

1. Explore potential community partnership opportunities that align with your academic objectives while meeting the needs of the community: **the goal is a mutually beneficial, reciprocal relationship.**
2. Develop a course **syllabus** that clearly reflects the CEL components of class
 - Embed CEL into the
 - ✓ learning objectives
 - ✓ assignments
 - ✓ discussions
 - ✓ lecture topics & guest lectures
 - Include and clearly identify multiple opportunities for student **reflection** on CEL work

Once you have developed a new class or thoroughly embedded CEL into an existing class, and *crafted a strong CEL-inclusive syllabus*, you will want to apply for CEL Designation from the Bennion Center

- The website to apply for CEL Designation: <https://bennioncenter.org/forms/cel-course-designation.php>
- Questions you will need to contemplate and have answers for:
 - *How does engagement enhance learning in your class?*
 - *What learning outcomes relate directly to community engagement?*
 - *How do the course learning outcomes relate to the community partners' mission and the community needs?*
 - *Is CEL student work developed in reciprocal dialogue with the community partner to ensure that the work meets the needs of the partner while also meeting academic objectives?*
 - *What specific community partners will you be working with, and will you work collaboratively to identify needs to be addressed by student engagement?*
 - *What forms of reflection are incorporated into your class? How will they enhance learning outcomes?*
- You will also be submitting a well-developed syllabus reflecting the CEL-related components, assignments, and learning outcomes of the course
- You will be awarded SCH-CEL funding based on enrollment to support your engaged efforts: you'll need to know what chartfield you want these funds deposited into.

Amy Sibul is the CEL Coordinator for the School of Biological Sciences & the Assistant Director for CEL at the Bennion Center, and can help with the CEL development and application process

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