

CEL Designation Application

Survey Flow

Block: Contact Information (3 Questions)
Standard: Course Information (12 Questions)
Standard: Course Fund Information (4 Questions)
Standard: Community Engaged Learning - Curricular Guidelines (10 Questions)
Standard: Course Documents (3 Questions)
Standard: Community Engaged Learning - Learning Outcomes (9 Questions)

Page Break

Start of Block: Contact Information

Q2 Contact Information

- First Name (1) _____
 - Last Name (2) _____
 - Email (3) _____
 - Phone (4) _____
-

Q1 College or school:

▼ Architecture and Planning (4) ... Other (23)

Q3 Office, Department or Program:

End of Block: Contact Information

Start of Block: Course Information

Q4 Are you applying for a NEW CEL designation on a course or to RENEW a CEL designation on a course that is currently/actively designated?

New (1)

Renew (2)

Q15 Select all semester(s) that the course will be offered.

Fall (1)

Spring (2)

Summer (3)

Q5 Course Number (e.g. COMM 3660)

Q6 Section Number (e.g. 001, list all sections to which CEL would be added)

Q7 Course Name

Q8 Will all students in this course section be required to participate in the CEL work?

- Yes (1)
- No (2)

Display This Question:

If Will all students in this course section be required to participate in the CEL work? = 2

Q9 Please explain how CEL participation will be implemented in this course:

Q10 Crosslisted Course Number(s)

Q11 Number of Credit Hours

Q12 Instructional Method: (Select all that apply)

- In-Person: Classes held physically on-campus, complemented by online resources. (1)
- Hybrid: Classes combine in-person and remote elements, with some remote sessions possibly in real-time. (2)
- Remote Real-Time: Classes require scheduled online meetings via video conference with no in-person sessions (3)
- Online: Classes are entirely remote, self-paced weekly, and do not include scheduled class meetings. (4)

Q13 Where will the course be taught? (Select all that apply)

- SLC Campus (1)
- Asia Campus (2)
- Herriman Campus (3)
- Sandy Campus (4)
- St. George (5)
- Fully Online (6)
- Other (7)

Display This Question:

If Where will the course be taught? (Select all that apply) = 7

Q14 Please list location(s) where course will be taught:

End of Block: Course Information

Start of Block: Course Fund Information

Q16 What chartfield activity number should CEL student credit hour (SCH) funds be transferred into? (If you don't know your chartfield, please work with your department accountant or administrative assistant.)

Q17 Department Accountant or Administrative Manager Contact Information

- First Name (1) _____
- Last Name (2) _____
- Email (3) _____
-

Q18 College/School Dean Name:

Q19 Department Chair/Program Leader Name:

End of Block: Course Fund Information

Start of Block: Community Engaged Learning - Curricular Guidelines

Q20 Community Engaged Learning (CEL) is an educational approach that involves experiential learning and has several key components:

- Addresses a community-identified need;
 - Is mutually beneficial for community and students;
 - Intentionally integrates community-engaged work and academic learning objectives;
 - Prepares students for engagement, including critical analysis of the structures leading to the community need and best practices for ethical engagement;
 - And requires critical reflection on the community engagement.
-

Q21 To make it clear to students taking the course, we ask that all syllabi submitted for the CEL designation include the definition of CEL. Is the CEL definition (above) listed in your course syllabus?

- Yes (1)
- No (2)

Display This Question:

If Are you applying for a NEW CEL designation on a course or to RENEW a CEL designation on a course... = 2 (RENEW)

Q26 Please list the community partners you have worked with in the last 1-5 years:

Display This Question:

If Are you applying for a NEW CEL designation on a course or to RENEW a CEL designation on a course... = 2 (RENEW)

Q27 Describe the process you use to identify community partners:

Display This Question:

If Are you applying for a NEW CEL designation on a course or to RENEW a CEL designation on a course... = 1 (NEW)

Q25 Please list the community partners you will be working with or the process you will use to identify community partners:

Q23 What is the process for working with community partners to identify needs and work to be completed?

Q22 What is the community engaged work that will be completed in this course?

Q24 Please list the course learning outcome(s) that relate to community engagement. In a couple sentences, explain how engagement enhances learning for each.

Q39 How do you prepare students for engagement, including critical analysis of the structures leading to the community need and best practices for ethical engagement?

Q31 A minimum of two reflection activities on the community engagement are required for the CEL designation. More and on-going reflection activities are encouraged as a CEL best practice. Does your course have at least two reflection assignments on the community engaged experience clearly identified in your syllabus?

Yes (1)

No (2)

End of Block: Community Engaged Learning - Curricular Guidelines

Start of Block: Course Documents

Q28 Please upload a course syllabus that clearly identifies (highlighted in yellow) the CEL components of the course as mentioned in your answers above:

- definition of CEL
- learning outcomes related to the community engagement activity
- CEL assignment(s)
- CEL reflection activities (at least two)

Display This Question:

If Are you applying for a NEW CEL designation on a course or to RENEW a CEL designation on a course... = 1 (NEW)

Q30 Upload at least one CEL assignment description.

Display This Question:

If Are you applying for a NEW CEL designation on a course or to RENEW a CEL designation on a course... = 1 (NEW)

Q29 Upload at least one CEL reflection activity description.

End of Block: Course Documents

Start of Block: Community Engaged Learning - Learning Outcomes

Display This Question:

If Are you applying for a NEW CEL designation on a course or to RENEW a CEL designation on a course... = 1 (NEW)

Q32 Community Engaged Learning at the University of Utah strives to help students become civic-minded graduates. We believe taking CEL courses will help students develop their civic competencies: civic societal awareness, civic personal awareness, civic habits, civic skills, and civic values. Each civic competency has three criteria with outcome scales for evaluation. You can [review the full CEL Learning Outcomes Rubric here](#).

The following are the CEL program learning outcomes. We do not expect these to be the learning outcomes of your individual course, and we do not expect an individual CEL course to meet all the civic competencies and/or criteria within each competency. We hope each CEL course will help students develop at least one or two of their civic competencies.

Please read each civic competency and select all the criteria you believe your course addresses and to which degree:

Display This Question:

If Are you applying for a NEW CEL designation on a course or to RENEW a CEL designation on a course... = 1 (NEW)

Q33 Civic Societal Awareness: Critical understanding of social issues and how they are addressed in society.

	Beginner (1)	Developing (2)	Competent (3)	Accomplished (4)
Knowledge of a social issue (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of agencies/groups/organizations that address social issues (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of systems and power structures when trying to address a social issue (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Are you applying for a NEW CEL designation on a course or to RENEW a CEL designation on a course... = 1 (NEW)

Q37 Civic Personal Awareness: Dynamic awareness of an individual's sense of place in society.

	Beginner (1)	Developing (2)	Competent (3)	Accomplished (4)
Reflection on values, attitudes, and/or beliefs (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition of own positionality in systems and power structures (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Response to systems and power structures (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Are you applying for a NEW CEL designation on a course or to RENEW a CEL designation on a course... = 1 (NEW)

Q36 Civic Habits: Development of regular behaviors and practices aiming at creating positive social change.

	Beginner (1)	Developing (2)	Competent (3)	Accomplished (4)
Depth of Community Engagement (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Breadth of Community Engagement (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Role in addressing social issues (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Are you applying for a NEW CEL designation on a course or to RENEW a CEL designation on a course... = 1 (NEW)

Q35 Civic Skills: Development of necessary skills to ethically engage with communities.

	Beginner (1)	Developing (2)	Competent (3)	Accomplished (4)
Empathy (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Openness (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Are you applying for a NEW CEL designation on a course or to RENEW a CEL designation on a course... = 1 (NEW)

Q34 Civic Values: Expressed desires and beliefs related to social responsibility and civic commitment.

	Beginner (1)	Developing (2)	Competent (3)	Accomplished (4)
Valuing community-based knowledge (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Valuing the public purpose of student's academic discipline (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sources of responsibility or commitment to community engagement (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Are you applying for a NEW CEL designation on a course or to RENEW a CEL designation on a course... = 2 (RENEW)

Q38 Community Engaged Learning at the University of Utah strives to help students become civic-minded graduates. We believe taking CEL courses will help students develop their civic competencies: civic societal awareness, civic personal awareness, civic habits, civic skills, and civic values. Each civic competency has three criteria with outcome scales for evaluation. You can [review the full CEL Learning Outcomes Rubric here](#).

We do not expect an individual CEL course to meet all the civic competencies and/or criteria within each competency. We hope each CEL course will help students develop at least one or two of their civic competencies.

Please use the Associator tool on your course canvas page to select the civic competencies you believe your course addresses and connect associated assignments.

Display This Question:

If Are you applying for a NEW CEL designation on a course or to RENEW a CEL designation on a course... = 2 (RENEW)

Q41 Which Civic Competencies does your course address? (Mark all that apply)

Civic Societal Awareness Critical understanding of social issues and how they are addressed in society. Criteria: knowledge of a social issue; knowledge of groups that address a social issue; and awareness of systems and power structures when addressing a social issue. (1)

Civic Personal Awareness Dynamic awareness of an individual's sense of place in society. Criteria: Reflection on values, attitudes, and/or beliefs; recognition of own positionality in systems and power structures; and response to systems and power structures. (7)

Civic Habits Development of regular behaviors and practices aiming at creating positive social change. Criteria: depth of community engagement, breadth of community engagement, and role in addressing social issues. (11)

Civic Skills Development of necessary skills to ethically engage with communities. Criteria: empathy, openness, and collaboration. (15)

Civic Values Expressed desires and beliefs related to social responsibility and civic commitment. Criteria: valuing community-based knowledge; valuing the public purpose of a student's academic discipline; and sources of responsibility or commitment to community engagement. (19)

Display This Question:

If Are you applying for a NEW CEL designation on a course or to RENEW a CEL designation on a course... = 2 (RENEW)

Q42 Have you selected the civic competencies you believe your course addresses and connected associated assignments in the Associator tool on your course canvas page?

Yes (1)

No (2)

End of Block: Community Engaged Learning - Learning Outcomes
