CEL Re-Designation Application

Instructor Contact Information

○ First Name _____

○ Last Name _____

○ Email _____

○ Phone _____

Are there additional course instructors?

○ Yes

○ No

Instructor #2 Contact Information

○ First Name _____

○ Last Name _____

○ Email _____

○ Phone _____

College or school: _____

Office, Department or Program: _____

This application is to renew a CEL designation on a course that already has an active CEL attribute. If you would like to apply for a NEW CEL designation on a course, please use this application.

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

☐   Fall

☐   Spring

☐   Summer

Course Number (e.g. COMM 3660)

_____

Section Number (e.g. 001, list all CEL designated sections)

_____

Course Name

_____

Crosslisted Course Number(s)

_____

Number of Credit Hours

_____

Instructional Method: (Select all that apply)

☐   In-Person: Classes held physically on-campus, complemented by online resources.

☐   Hybrid: Classes combine in-person and remote elements, with some remote sessions possibly in real-time.

☐   Remote Real-Time: Classes require scheduled online meetings via video conference with no in-person sessions.

☐   Online: Classes are entirely remote, self-paced weekly, and do not include scheduled class meetings.

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

☐   SLC Campus

☐   Asia Campus

☐   Herriman Campus

☐   Sandy Campus

☐   St. George

☐   Fully Online

☐   Other

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

_____

CEL courses earn additional student credit hour (SCH) funding that is distributed about 8 weeks after the completion of each semester. Understanding how these funds are utilized is crucial to be able to advocate for additional resources for CEL courses. For this reason, we ask all CEL instructors to complete this survey. Have you completed the survey in the last 12 months?

○ Yes

○ No

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 manager.

_____

Department Accountant or Administrative Manager Contact Information

○ First Name _____

○ Last Name _____

○ Email _____

College/School Dean Name:

_____

Department Chair/Program Leader Name:

_____

Community Engaged Learning (CEL) is an educational approach that involves experiential learning and has several key components:
- Engages with community to address a social problem or unmet societal need;
- Produces mutual benefits for community and students;
- 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 provides reflection opportunities to critically examine the course's community work, related public issues, and/or one's civic role.

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

◯ No

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

_____

_____

_____

What is the process for identifying work to be completed with community?

_____

_____

_____

How does the community engaged work address a social issue or unmet societal need?

_____

_____

_____

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

_____

_____

_____

How does the community engaged work benefit the community partner (individual, group, or organization)? How do you assess community impact of your course?

_____

_____

_____

How does the community engaged work enhance student learning and course objectives?

_____

_____

_____

Will all students in this course section be required to participate in the community engaged work?

◯ Yes

◯ No

Display This Question:

  If Will all students in this course section be required to participate in the community engaged work? = No

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

_____

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

○ No

Please upload a course syllabus that clearly identifies (highlighted <mark>in yellow</mark>) the CEL components of the course as mentioned in your answers above:
- definition of CEL
- course/student learning outcomes related to the community engagement activity
- CEL assignment(s)
- CEL reflection activities (at least two)

Upload one CEL assignment description.

Upload one CEL reflection assignment/activity description.

We are trying to share the story of CEL courses more broadly. If you are willing to share (and have permission from those shown), please upload an "action" photo from your course.

Community Partners

Describe the process used to identify community partners for your course.

_____

_____

_____

Please list the course community partners you have worked with in the last 1-5 years (at least one is required):

Community Partner #1

○ Organization Name _____

○ Organization Zip Code _____

○ Contact Name _____

○ Contact Email _____

Community Partner #2

○ Organization Name _____

○ Organization Zip Code _____

○ Contact Name _____

○ Contact Email _____

Community Partner #3

○ Organization Name _____

○ Organization Zip Code _____

○ Contact Name _____

○ Contact Email _____

If you have additional community partners, please list the organization name(s) here:

_____

_____

_____

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.

Which Civic Competencies does your course address? Select the competencies the course covers most thoroughly.

☐ *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.

☐ *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.

☐ *Civic Habits* Development of regular behaviors and practices aimed at creating positive social change. Criteria: depth of community engagement, breadth of community engagement, and role in addressing social issues.

☐ *Civic Skills* Development of necessary skills to ethically engage with communities. Criteria: empathy, openness, and collaboration.

☐ *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/commitment to community engagement.

To what degree does your course address Civic Societal Awareness: Critical understanding of social issues and how they are addressed in society?

	Beginner	Developing	Competent	Accomplished	N/A
Knowledge of a social issue	○	○	○	○	○
Knowledge of agencies/groups/organizations that address social issues	○	○	○	○	○
Awareness of systems and power structures when trying to address a social issue	○	○	○	○	○

To what degree does your course address Civic Personal Awareness: Dynamic awareness of an individual's sense of place in society?

	Beginner	Developing	Competent	Accomplished	N/A
Reflection on values, attitudes, and/or beliefs	○	○	○	○	○
Recognition of own positionality in systems and power structures	○	○	○	○	○
Response to systems and power structures	○	○	○	○	○

To what degree does your course address Civic Habits: Development of regular behaviors and practices aiming at creating positive social change?

	Beginner	Developing	Competent	Accomplished	N/A
Depth of Community Engagement	○	○	○	○	○
Breadth of Community Engagement	○	○	○	○	○
Role in addressing social issues	○	○	○	○	○

To what degree does your course address Civic Skills: Development of necessary skills to ethically engage with communities?

	Beginner	Developing	Competent	Accomplished	N/A
Empathy	○	○	○	○	○
Openness	○	○	○	○	○
Collaboration	○	○	○	○	○

To what degree does your course address Civic Values: Expressed desires and beliefs related to social responsibility and civic commitment?

	Beginner	Developing	Competent	Accomplished	N/A
Valuing community-based knowledge	○	○	○	○	○
Valuing the public purpose of student's academic discipline	○	○	○	○	○
Sources of responsibility or commitment to community engagement	○	○	○	○	○

Please describe how students in your course develop and demonstrate the civic competencies you selected.

_____

_____

_____

We are utilizing the Associator tool in Canvas to collect student artifacts and evaluate civic competency attainment levels. **Please use the Associator tool on your course canvas page to select the civic competencies you believe your course addresses and connect associated assignments.** If needed, you can follow these instructions. We encourage using Firefox or Chrome web browsers (not Safari) for best functioning of the Associator tool.

If you are unable or uncomfortable associating student artifacts in Canvas, please email the Director of Community Engaged Learning, Megan Medina (megan.medina@utah.edu).

 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

○ No

Additional Comments

Any additional comments or information to share about the course?

_____