Community-Engaged and Service-Learning Policy

Community-based learning is a pedagogy, and high impact practice, that integrates academic learning objectives, preparation, and reflection with meaningful work in the community. It focuses on learning through assignments that involve the application of theory to practice and result in improved student learning outcomes, including enhanced understanding of course content, critical thinking skills, retention, sensitivity to diversity and the ability to apply academic concepts. This policy will allow the campus to clarify, define, tag, and assess community-based learning courses as Community-Engaged Learning (CEL) or Service Learning (SL).

Designations defined by the CSU Chancellor's Office Center for Community Engagement: CCEL -- Curricular Community-Engaged Learning – to refer to a broad array of courses that have **some type** of community engaged assignment, built around reciprocal partnerships that enhance student understanding, the outcomes of which benefit the common good, and CSLI -- Community Service Learning – to refer to a **distinct pedagogy** that intentionally and explicitly integrates course learning, civic learning, community learning activities, and community partners.

I.   Criteria for CCEL/CSLI Designation in the University Catalog.
Our goal is that Cal Maritime courses will exceed the minimum standards required, but in order to initially earn a designation, courses must include the following six essential elements, and a minimum level of implementation, indicated in each section (a full taxonomy chart is also included):

1.   **Reciprocal Partnerships**
     a.   Reciprocal partnerships and processes shape the community activities and course design to enhance student understanding of the importance of community learning.
          i.   INSTRUCTOR AND COMMUNITY PARTNER COMMUNICATE DIRECTLY OR THROUGH CAMPUS CE/SL OFFICE
               The communication between instructor and community partner includes course overview (e.g., learning outcomes, syllabus) and the value of the partnership to both community and student learning is shared with students.

2.   **Student Community Involvement Benefits the Common Good**
     a.   Student community involvement has a specific benefit to the material, cultural or institutional interests that members of society have in common. This specific benefit to the common good is intentional, planned for, communicated, and assessed with community partners in mind. This may include the organizational capacity, student/client growth, social and economic benefits, etc.

> i. BENEFIT TO THE COMMON GOOD IS INTENTIONAL, PLANNED FOR AND IMPLIED
> Benefit to the common good as an intentional and planned for component of the course is implied but not explicitly stated in course materials (e.g. in syllabus, discussion, or materials). Course does not include assessment of benefit to the common good.

3. **Academically Relevant Community Involvement**
   a. Student community involvement is relevant to and integrated with the discipline-based academic content and assignments.
      > i. COMMUNITY PROJECT SUPPLEMENTS COURSE CONTENT
      > The community project/activity is added as a component of the course but not integrated with academic content or assignments. Purposes of the community project not included within syllabus.

4. **Explicit Civic Learning Goals**
   a. Civic learning goals are articulated and develop students' capacities to understand and address critical social issues.
      > i. CIVIC LEARNING GOALS ARE IMPLIED AND FOCUS PRIMARILY ON COURSE CONTENT
      > Emphasis in syllabus is primarily on discipline based academic content. Civic learning goals and/or relevant social issues may be addressed informally and/or indirectly.

5. **Critical Reflection Facilitates Learning**
   a. Critical reflection activities and assignments integrate classroom and community learning.
      > i. INFORMAL AND UNSTRUCTURED REFLECTION
      > Students engage in informal and unstructured reflection about the community project, often at the end of the semester.

6. **Integrated Assessment of Student Learning**
   a. Student learning assessment addresses both the discipline-based and civic learning goals and includes learning from community involvement.
      > i. STUDENT LEARNING ASSESSMENT FOCUSES PRIMARILY ON COURSE CONTENT
      > Student learning assessment is largely based on the discipline-based content; some credit is given for completion of the community involvement component of the course.

II. **Community-Based Learning Student Learning Outcomes**
Each Community-Based Learning course must meet at least two Community-Based Learning Student Learning Outcomes as a result of completing a Community-Based Learning course.

   a. <u>Self and Social Awareness</u>
   Students will develop an understanding of the social, cultural and civic aspects of their personal identities.

   b. <u>Service and Social Responsibility</u>

Students will develop an understanding of social responsibility and the connections between short-term community service and greater long-term societal well-being.

   c. Community & Social Justice
      Students will develop an understanding of how the actions of individuals and social systems bring about both equity and inequity in communities and society.

   d. Career Development and Professional Development
      Students will develop career skills needed to address the cultural, linguistic, humanistic, artistic, economic, scientific, social and/or civic issues of our time.

   e. Multicultural Community-Building/Civic Engagement
      Students will learn from and work responsively and inclusively with diverse individuals, groups and organizations to build more just, equitable, and sustainable communities.

III. Designation Process

Any course approved by the Curriculum Committee can request certification to carry a Curricular Community-Engaged Learning (CCEL) or Community Service Learning (CSLI) designation by the Office of Community Engagement (OCE). In order to request this certification, faculty must submit the proposed syllabus to the OCE, as well as any other supporting information that might be requested. The request (and syllabus) must be submitted by September 1 for spring courses and April 1 for fall courses, and the OCE will respond within three weeks.

If the OCE rejects the request, the faculty member may appeal to the Community-Based Learning Committee. This committee shall have seven members: the OCE Program Specialist, the Dean of Cadets, three faculty members selected by the Academic Senate (preferably faculty with experience teaching CBL courses), one staff member, and one student. Each selecting body may choose the selection process and duration of service of their members. Without certification, the CCEL/CSLI designation is invalid. Only courses approved for the CCEL/CSLI designation will be incompliance with EO 1064.

If CCEL/CSLI requirements (e.g., community partner) change after the course is first offered, the course will need to be re-certified before it is offered in its new iteration. The OCE will monitor course compliance with CCEL/CSLI requirements each semester a course is offered using the current campus data tracking management system (GivePulse). In consultation with the department, the OCE may decertify CCEL/CSLI classes that are out of compliance. Departments may also, at any time, request removal of the CCEL/CSLI designation of one or more of its courses through the OCE.

This policy and procedure will be reviewed and updated every seven (7) years.

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