

Course Design Guidance for UCLA Community-Engaged Courses

Developing Student Learning Objectives that Integrate Community-Engagement Principles

Utilizing the UCLA Community-Engaged Course Framework

This document serves as a resource for instructors utilizing the UCLA [Community-Engaged Course Framework](#) designation (XP suffix). UCLA's approach to community-engaged teaching and learning draws heavily on the Carnegie Foundation's definition of community engagement as:

"...teaching, learning, and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution."

The new course framework lays out four principles that should guide community-engaged course design at UCLA. We share these principles below, including questions per principle to think about as you start to re-design, revise or design a community-engaged course.

1. **Reciprocal value** for students and for community partners
 - a. *What value do you want your students to get out of this course?*
 - b. *What do your community partners want or need from this partnership?*
2. **Sustained** community-engaged work across the quarter
 - a. *Consider how community engagement can be maintained, even in different forms/phases, throughout the quarter*
3. **Integration** of community-engaged work into the course design
 - a. *How will community-engagement be built into and across student learning objectives?*
 - b. *How will community-engaged work be integrated with other course content, activities, and formative and summative assessments/assignments?*
4. **Critical reflection** as a means for students to actively connect the community-based work with their academic learning
 - a. *At what points in the course will students have an opportunity to critically reflect and connect the community-based work with their academic learning?*
 - b. *In what ways will students critically reflect? (e.g. individually, in small groups and as a class; written and/or orally)?*

The Student Learning Objectives should reflect the UCLA Community-Engaged Course Framework.¹ For more guidance on how to develop good Student Learning Outcomes, please check out the UCLA Center for Education Innovation and Learning in the Sciences².

- Learning Outcomes: <https://ceils.ucla.edu/communicating-course-goals-learning-outcomes/>
- Backwards Course Design: <https://ceils.ucla.edu/map-your-course-with-backward-design/>
- Other Teaching Guides: <https://ceils.ucla.edu/resources/teaching-guides/>

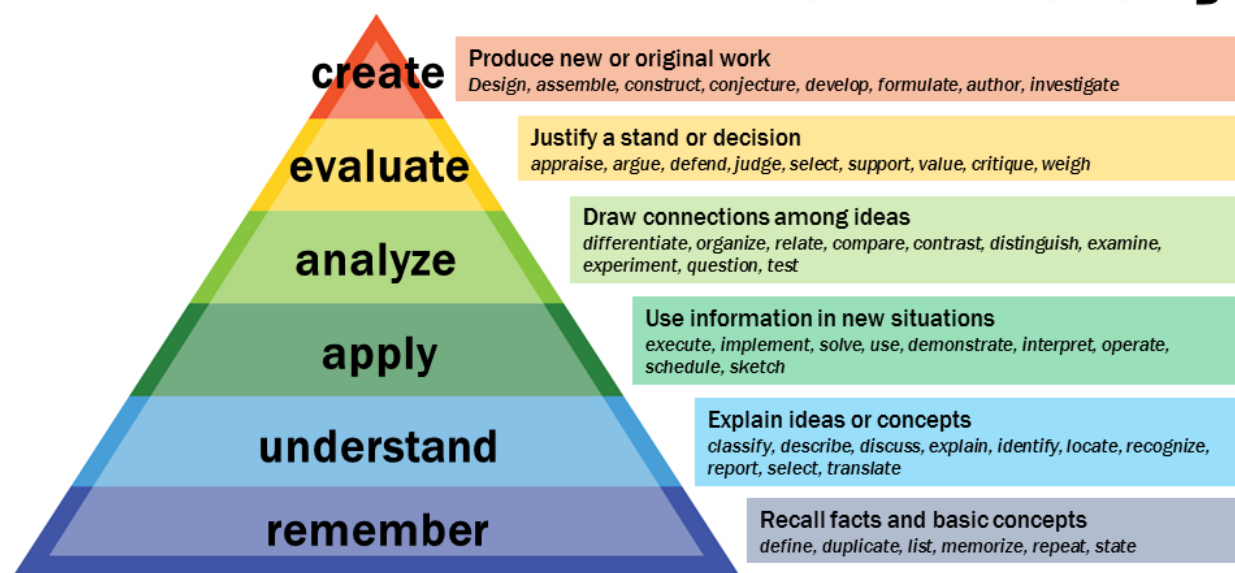
¹ <http://www.uei.ucla.edu/community-learning/faculty-engagement/#course-development>

² Another resource is the UCLA Center for the Advancement of Teaching: <https://teaching.ucla.edu>

Some *example* Student Learning Objectives are below, using Bloom's Taxonomy as a tool to:

1. "By the end of this quarter, you will be able to **define** principles of community and public engagement."
2. "By the end of this quarter, you will be able to **explain** different approaches to community engagement in your area of interest."
3. "By the end of this quarter, you will be able to **apply** concepts of community-engaged research methods to help answer a community-identified concern."
4. "By the end of this quarter, you will be able to **compare and contrast** existing literature and/or data within a critical theoretical framework."
5. "By the end of this quarter, you will be able to **defend** a community-engaged research report."
6. "By the end of this quarter, you will be able to **investigate** an issue of value to a community partner using a community-engaged approach."

Bloom's Taxonomy



 Vanderbilt University Center for Teaching

Source: Vanderbilt University Center for Teaching³

Please reach out to us with any questions or to learn more about UCLA's Community-Engaged Course Framework. You can contact Bemmy Maharramli, Associate Director for Strategic Initiatives at the Center for Community Engagement at bmaharramli@college.ucla.edu.

³ <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>