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. For more guidance on how to develop good Student Learning Outcomes, please check out the UCLA Center for Education Innovation and Learning in the Sciences.

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

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2 Another resource is the UCLA Center for the Advancement of Teaching: [https://teaching.ucla.edu](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

- Remember
  - Recalls facts and basic concepts
    - Define, duplicate, list, memorize, repeat, state

- Understand
  - Explain ideas or concepts
    - Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

- Apply
  - Use information in new situations
    - Execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

- Analyze
  - Draw connections among ideas
    - Differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

- Evaluate
  - Justify a stand or decision
    - Appraise, argue, defend, judge, select, support, value, critique, weigh

- Create
  - Produce new or original work
    - Design, assemble, construct, conjecture, develop, formulate, author, investigate

Source: Vanderbilt University Center for Teaching

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/