

## 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](#). Courses approved as community-engaged courses receive an “XP” suffix, supporting community-engaged course identification and facilitating collective assessments of community engagement in the curriculum.

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 “XP” course framework lays out four principles that should guide community-engaged course design at UCLA. We share these principles below, including questions to think about for each principle as you start to revise an existing course or design a new 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)?*

**Sample Student Learning Objectives (applying Bloom’s Taxonomy to community-engaged teaching as a guide):**

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.”

**More information for faculty, including additional resources on community-engaged teaching, can be found on our website, [communityengagement.ucla.edu](http://communityengagement.ucla.edu), or by scanning the QR code below.**



*Please reach out to us with any questions about community-engaged teaching at UCLA. You can contact Dr. Doug Barrera, Senior Associate Director, at [dbarrera@college.ucla.edu](mailto:dbarrera@college.ucla.edu).*