

III. Developing Engaged Scholarship Courses

Link community engagement work with student learning outcomes and determine the scope of the community engagement work

What is the nature of the work/research the students will be doing in the community that can help work toward the shared vision and goals and produce the learning and community outcomes described above? Where will it happen? When? How often? With whom? What will the students be doing? See Table 3: Models for Defining the Scope of the Work with the Community.

Plan logistics

What other logistical issues do we need to address? (e.g. matching students with their responsibilities in the community, transportation, access for students with disabilities, background checks, risk management waivers, scheduling, budget, reimbursements, directions, paperwork to track students' participation including the Student Learning Plan, etc.)

*Sample Student Learning Plan:
publicservice.berkeley.edu/experiential-learning/forms*

Agree on key elements to go in the course syllabus

Faculty and community partners need to agree on key elements that go in the syllabus, especially those with which the community partner will be involved: learning outcomes, the nature of the community engagement, preparation and reflection activities, evaluation and assessment strategies, and celebration and closure.

Plan for how you will document and disseminate project results

*In what academic and community-based outlets can the work be published? How can all partners be acknowledged through shared authorship? The Public Service Center has resources for this.
publicservice.berkeley.edu*