

Community-Engaged Learning Course Tagging Guide

What is Community-Engaged Learning?

Community-engaged learning at Cornell is just what it sounds like: learning that takes place in and with communities. By combining their diverse expertise and skills, teams of faculty, staff, students and community members address global issues and help build a more sustainable, just and collaborative future. These powerful partnerships – the very heart of community-engaged learning – create opportunities to research, teach and learn at home and around the world.

Community-engaged learning courses, projects and programs can look very different, but they all share four important criteria. They:

- Address a specific community interest, problem or public concern;
- Include working with and learning from a community partner;
- Connect and integrate community-engaged experiences with educational content; and
- Include structured, documented critical reflection.

Course Tagging

Cornell is committed to having all undergraduates participate in at least one high-quality community-engaged learning (CEL) experience during their time here. In pursuit of this, a strategy of the Einhorn Center is to support the development and durability of undergraduate CEL courses. The university registrar–supported CU-CEL course tag brings visibility to courses that include organized partner-based, community-engaged activities outside the classroom meeting each of the four CEL criteria above. Students can search specifically for CU-CEL courses on the roster, Experience Cornell, Pathfinder, and the Einhorn Center website.

Along with maintaining quality and increasing visibility for CU-CEL courses through a systematic tagging process, a consistent evaluation of past, existing, and newly created courses with consideration of the four criteria will ensure an ongoing robust understanding of CEL across the university and will offer opportunities to track and assess the impact of CEL on students, academic units, and community partners.

What is the CU-CEL tagging process?

CEL course tagging is handled at the college-level and is part of their distinctive course review and approval process. This then feeds into the university-wide course catalog for students and faculty to search CU-CEL tagged courses. Through the work of each college's Educational Policy Committee (EPC), in partnership with their college-level registrars, courses are reviewed for inclusion in the list of offerings and designated as CU-CEL. Once a course is tagged CU-CEL, it is automatically listed and promoted.

Tagging Options

Step 1:

Option 1: *Existing course not yet tagged.* Faculty member currently teaches a course that is not yet tagged but meets the required four CEL criteria. The faculty member should contact their college registrar who will indicate the steps for amending an existing course so that it can be designated CU-CEL.

Option 2: *Modifying an existing course.* Faculty member revises an existing course syllabus so that the course meets all four CEL criteria. The faculty member contacts their college registrar who will indicate the procedures for amending an existing course so that it can be designated CU-CEL.

Option 3. *New course.* A faculty member develops a new course that meets all four criteria. Follow the new course proposal process and indicate that the course should be considered for CU-CEL designation by the college EPC.

Step 2:

Educational Policy Committee / Academic Standards Committee: Review the amended or new CEL course proposal, confirming that the CEL course meets the four CEL criteria

Step 3:

Submission to College-Level Registrar: College level curricular committees submit finalized and approved courses with CU-CEL Tag to the college registrar.

Step 4:

Final Submission to University Registrar and Acalog (PeopleSoft): College registrar aligns college-level tags with university wide tagging designations, and submits to University Registrar.

Step 5:

Courses are listed and searchable: in the Official Course Roster and in Cornell Experience

Step 6:

CEL courses are archived: At the end of the academic year on the [Cornell's Courses of Study](#)

Is there support for designing a CEL course, program, and syllabus?

Yes! The Einhorn Center's academic initiatives team offers consultations for individual faculty and staff as well as departments and EPCs. In addition, we offer topical workshops each semester and have a resource library with sample syllabi, rubrics and a variety of tools to design critical reflection, learning outcome assessment, and partnership development to name a few.

Please contact: Jake Dillabaugh, Ph.D. jd2283@cornell.edu for more information

What are examples of CEL resources?

eCornell CEL Certificate ([Link Here](#)) offers five courses that offer CEL tools, videos, activities and resources in the following areas:

- CEL 101
- Critical Reflection
- Partnerships
- Cultural Humility
- Community-Engaged Leadership

-Course Design Checklist

-CEL Syllabus Template

-Example CEL Syllabi

If you are interested in receiving support for CEL course development, or have specific questions about the tagging process please contact

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