COMMUNITY ENGAGED LEARNING RESOURCES

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Introduction

This toolkit has been designed for those who are interested in learning more about community engaged learning. The written text that appears throughout it, is not of my authorship, but rather emerges from a series of various websites and authors who have kindly shared this information throughout the web with all of us. I hope this is helpful, as you embark on a journey to work to address the most pressing social issues of our times in a multidirectional collaborative manner.

Pa'lante,

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World Languages and Cultures | Latin American and Latinx Studies

What is Community-Engaged Learning?

Source: Cornell University

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 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.

Why do it?

When done right, community-engaged learning is a win for everyone involved. Communities see positive change on issues that matter most to them. Faculty infuse their teaching and research with diverse perspectives and ways of knowing. Students learn in new and exciting ways and build a greater sense of belonging at Cornell.

Community-engaged learning can:

- further community partners' missions and goals by complementing their strengths and enhancing their resources;
- advance faculty's disciplinary research and teaching in ways that are rigorous, creative and invested in the common good; and
- prepare students to become lifelong learners and leaders with a public purpose who practice respect and empathy; seek collaboration, equity and creativity; and embrace differences and build belonging.

How is it done?

There are three main components to community-engaged learning:

- **Preparation:** Students learn about the community they will be working with and develop skills to build constructive relationships and bridge cultural differences. This might happen through pre-engagement readings, discussions, workshops or assignments.
- **Action:** Students collaborate with community partners — face-to-face or virtually — on projects that make a positive difference, benefit the partner and contribute to student learning.
- **Reflection:** Using guiding questions, journaling, group discussion or other methods, students critically reflect on the meaning of their experiences and what they've learned. Plus, they consider next steps and possibilities for future action.

These components apply wherever learning is taking place — in courses, leadership development programs, internships, student group activities, research labs, living-learning environments and more.

A Word on Nomenclature

Source by: [Joe Bandy- Vanderbilt University](#)

As is obvious from the variety of teaching models associated with "service learning," the term is a label for a wide variety of community-oriented pedagogies throughout higher education. Traditionally, the term, "service learning," has been a more common label for these pedagogies and it is under this moniker that the practice has been institutionalized in the titles of higher education initiatives, centers, curricula, professional societies, conferences, journals, and books. However, the term "service" in "service learning" has received some criticism, particularly from supporters who regard the pedagogy as a potentially powerful force for both education and community development. *They have argued that the language of "service" can mislead students or faculty into relationships with communities that are not mutually beneficial, and thus work to reinforce stereotypes or inequalities*. Insofar as students regard themselves as "working for" and not "working with" a community "client," they may see the community partner through paternalistic lenses. At its worst, this may limit a community's voice, limit the effectiveness of community-based projects, and reinforce campus-community inequalities.[5]
In part because of these reasons, an array of other terms with different connotations have become common:

- **Community-based Teaching or Learning** These are terms that are frequent substitutes for service learning but reference many of the same teaching practices. They do emphasize, however, the language of community work over that of service. Also, by highlighting community, they focus students, faculty, and partners on the interdependencies and shared identities that define a specific place. These relationships and commonalities, however, can be sufficiently broad to accommodate communities of various definitions and various spatial scales, from the local to the international.
- **Civic education** Vanderbilt University's Doug Perkins argues that "civic education" goes beyond service learning, by encouraging more transformative and less incremental change. Whereas service learning connotes sending students into the community to volunteer to assist with direct social services, civic education prompts students to go beyond ameliorative service and begin to address problems at their systemic political, economic, and socio-cultural root causes. Understanding community engagement through the lens of civic education requires an analysis of power and oppression across multiple levels of development and social organization. Framing the work of community research in terms of oppression, liberation, and wellness, Perkins asserts that students and educators must be sure to analyze a wide array of social problems, particularly those that threaten to make both our social and natural environments unsustainable.[6]
- **Civic engagement** Some prefer this older, more general term as a catch-all to describe activities inside and outside of the curriculum, and even inside and outside of educational institutions altogether. Michael Delli Carpini, Director of the Pew Charitable Trusts, argues that "Service-learning and civic engagement are not the same thing in the sense that not all service-learning has a civic dimension and not all civic engagement is service-learning. For definition's sake, civic engagement is the broader motif, encompassing service-learning but not limited to it. One useful definition of civic engagement is the

following: individual and collective actions designed to identify and address issues of public concern."

- **Public Scholarship** According to Jeffrey Bridger and Theodore Alter, public scholarship represents a broad "movement to develop new and productive connections between the university and its publics" that is inclusive of service learning as well as "research and outreach efforts that address critical social, economic, political and environmental issues."[7] Like "civic engagement," public scholarship is a general term that includes all scholarship – research and teaching – that focuses on public needs and problems.

It is worth noting, however, that these terms also have their detractors. Therefore, no one term transcends all limitations or is innocent of criticism. Further, many who continue to use the term, "service learning," do so largely because of its continuing prominence in the field of education and endeavor to debate and overcome the limitations of the word "service." Also, its defenders state that "service" emphasizes community action through good works, while other terms may promote merely experiences of, rather than work with, a community. Thus, there is more commonality among these terms than may sometimes be apparent in debates within the field. Indeed, practitioners who use each of these terms generally seek to fulfill Ernest Boyer's ideal that "…the academy must become a more vigorous partner in the search for answers to our most pressing social, civic, economic, and moral problems."[8]

In light of this, the following teaching guides will privilege the term "community engagement". Like "community-based teaching" above, community engagement emphasizes the spatial and social dimensions of a shared place, whether local, national, or international. However, rather than merely being based in a community, "engagement" highlights the ways that students, faculty, and community members can act with one another in mutually beneficial ways. This said, "service learning" appears frequently throughout the guide, especially in references to scholarly literature and institutes in higher education that continue to use and debate the term.

Six Models (and beyond) for Service-Learning and Community-Engaged Learning

The following is from Heffernan, Kerrissa. Fundamentals of Service-Learning Course Construction. RI: Campus Compact, 2001, pp. 2-7, 9.

1. "Pure" Service-Learning

These are courses that send students out into the community to serve. These courses have as their intellectual core the idea of service to communities by students, volunteers or engaged citizens. They are not typically lodged in any one discipline.

2. Discipline-Based Service-Learning

In this model, students are expected to have a presence in the community throughout the semester and reflect on their experiences on a regular basis throughout the semester using course content as a basis for their analysis and understanding. In these reflections, they use course content as a basis for their analysis and understanding of the key theoretical, methodological, and applied issues at hand.

3. Problem-Based Service-Learning (PBSL)

According to this model, students (or teams of students) relate to the community much as "consultants" working for a "client." Students work with community members to understand a particular community problem or need. This model presumes that the students will have some knowledge they can draw upon to make recommendations to the community or develop a solution to the problem: architecture students might design a park; business students might develop a website; or botany students might identify non-native plants and suggest eradication methods.

4. Capstone Courses

These courses are generally designed for majors and minors in a given discipline and are offered almost exclusively to students in their final year. Capstone courses ask students to draw upon the knowledge they have obtained throughout their coursework and combine it with relevant service work in the community. The goal of capstone courses is usually either to explore a new topic or to synthesize students' understanding of their discipline. These courses offer an excellent way to

help students make the transition from the world of theory to the world of practice by helping them establish professional contacts and gather personal experience.

5. Service Internships

Like traditional internships, these experiences are more intense than typical service-learning courses, with students working as many as 10 to 20 hours a week in a community setting. As in traditional internships, students are generally charged with producing a body of work that is of value to the community or site. However, unlike traditional internships, service internships have regular and on-going reflective opportunities that help students analyze their new experiences using discipline-based theories. These reflective opportunities can be done with small groups of peers, with one-on-one meetings with faculty advisors, or even electronically with a faculty member providing feedback. Service internships are further distinguished from traditional internships by their focus on reciprocity: the idea that the community and the student benefit equally from the experience.

6. Undergraduate Community-Based Action Research

A relatively new approach that is gaining popularity, community-based action research is similar to an independent study option for the rare student who is highly experienced in community work. Community-based action research can also be effective with small classes or groups of students. In this model, students work closely with faculty members to learn research methodology while serving as advocates for communities.

Exemplary Service-Learning syllabi should:

- Include service as an expressed goal
- Clearly describe how the service experience will be measured and what will be measured
- Describe the nature of the service placement and/or project
- Specify the roles and responsibilities of students in the placement and/or service project, (e.g., transportation, time requirements, community contacts, etc.)
- Define the need(s) the service placement meets
- Specify how students will be expected to demonstrate what they have learned in the placement/project (journal, papers, presentations)
- Present course assignments that link the service placement and the course content
- Include a description of the reflective process
- Include a description of the expectations for the public dissemination of students' work

7. Other alternatives

There are many other ways to engage students in service-learning though the curriculum. See a description of each one, here.
Community-Based Research
Course sequencing
First-Year experiences
Field work
Independent Studies
International service-learning

Other experiences conducted in community-based settings are:
Clinical
Entrepreneurship
Field Study
Internships/ Co-Ops,
Practicum
Research
Student Teaching. See a detailed description, here.

Creating Community Partnerships

Source: Cornell University

As a faculty or staff member, you know that scholarship and teaching can focus on public issues or be done for public purposes without engaging any public partners. But working with partners is what sets community-engaged learning apart.

Partnerships help us learn the things that we don't know, access information we don't have and imagine possibilities we can't see. They are a crucial, and often immediate, way that we can help our work matter in the world at large.

But here's the catch: partnerships take time. They depend on knowing, respecting and trusting each other. So it's essential that you put in the effort to cultivate the best possible partnerships. How do you do that? The same way you'd build any meaningful relationship.

Be honest and transparent about your interests, assets and constraints. Ask questions; listen hard; be flexible. Recognize that there are many kinds of knowledge in the world and many kinds of strengths; honor those knowledges and use those strengths.

You and your community partners are co-educators. They know things you don't know, and vice versa. By harnessing the best of what you both bring to the partnership, you can accomplish more together than you would alone.

Keep these community partnership guidelines in mind:

Engagement. Fundamentally, community service projects should take place in ways that allow students to have significant community impact. This means that the service component should meet a public good as determined by an open and thoughtful collaboration between faculty and community partners.

Reciprocity. Reciprocity means that everyone involved in a project – student, faculty, community members – act as both teacher and learner, and that everyone regards one another as equal colleagues.[11] This ensures good communications and planning throughout the project, maximizes active learning, ensures mutual impact, and empowers community voice.

Community Voice. Community voice in a community-based project has an impact on student cultural understanding, and can shape their experiential and ethical learning.[12] For this learning to occur, community members should be involved in every stage of the project and course, when possible. It is important to encourage and support community involvement in project planning, student orientation, guest lectures, site visits, class discussions, progress reports, final presentations, and project evaluation. Not only does this permit greater cultural

understanding and ethical development, but it ensures deeper community partnerships and more impactful projects.

Exposure to Diversity. Exposure to diversity has an impact on students, particularly personal outcomes, such as identity development and cultural understanding. Again, community involvement is important at every phase of a project to make certain that this learning can take place.

Public Dissemination. To guarantee community engagement and impact, the results of the project should be shared with the partner, if not with a larger public such as the campus and public communities.

1. Tools

- Here is a list of Principles of Good Campus-Community Partnerships:
    - Partners have agreed upon mission, goals, and measurable outcomes for the partnership.
    - The relationship between partners is characterized by reciprocity, mutual trust, respect, inclusion, genuineness, collaboration, and commitment.
    - The partnership builds upon identified strengths and assets, but also addresses areas that need improvement.
    - The partnership balances power and among partners and enables resources among partners to be shared.
    - There is a clear, open, transparent, and accessible communication between partners, making it an on-going priority to remain flexible, empathize with each other, listen to each need, develop a common language, ensure safety and validate/clarify the meaning of terms.
    - Roles, norms, and processes for the partnership are established with the input and agreement of all partners.
    - There is feedback to, among and from all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.
    - Partners endeavor to build capacity and share the credit for the partnership's accomplishments.
    - Partnerships take time to develop and evolve over time.

(*Adapted from "Principles of Good Community-Campus Partnerships" in Barbara Jacoby and Associates (2004) Building Partnerships for Service Learning and "Ten Principles of Successful Community-Campus Partnerships" in Kerry Strand et al., (2002) Community-Based Research and Higher Education*)

2. Working with Community Partners: How to Collaborate?

This is a list of articles which are raising questions for equitable collaboration among community and academic partners, as well as questioning university historical exploitative and extractive practices in the communities.

Beyond Incentives for Involvement to Compensation for Consultants: Increasing Equity in CBPR Approaches. (By: Kristin Black et.al.) Progress in Community Health Partnerships, 2013.

Compensating Community Knowledge-Holders. (2021). Report from the University of Minnesota, 2021.

Counternarratives of Community-Based Advocacy as Source of Knowledge for Urban Planning. (By: Monique Lopez, Adonia Lugo, Omar Vargas & Allison Matthies). E Journal of Public Affairs, 2018.

Principles of Good Practice for Service-Learning and Community Engaged Leaning Pedagogies

Source: [Vanderbilt University](#)

Excerpted from Howard, Jeffrey, ed., Michigan Journal of Community Service Learning: Service-Learning Course Design Workbook, University of Michigan: OCSL Press, Summer 2001 pp. 16–19.

The following [ten principles](#) were created by Jeffrey Howard for the Michigan Journal of Community Service in 2001. Howard believes that in order to fully understand and authentically integrate service-learning into coursework, that faculty must adhere to each of these principles equally.

Principle 1: Academic Credit is for Learning, Not for Service

This first principle speaks to those who puzzle over how to assess students' service in the community, or what weight to assign community involvement in final grades. In traditional courses, academic credit and grades are assigned based on students' demonstration of academic learning as measured by the instructor. It is no different in service-learning courses. While in traditional courses we assess students' learning from traditional course resources, e.g. textbooks, class discussions, library re-search, etc., in service-learning courses we evaluate students' learning from traditional resources, from the community service, and from the blending of the two. So, academic credit is not awarded for doing service or for the quality of the service, but rather for the student's demonstration of academic and civic learning.

Principle 2: Do Not Compromise Academic Rigor

Since there is a widespread perception in academic circles that community service is a "soft" learning resource, there may be a temptation to compromise the academic rigor in a service-learning course. Labeling community service as a "soft" learning stimulus reflects a gross misperception. The perceived "soft" service component raises the learning challenge in a course. Service-learning students must not only master academic material as in traditional courses, but also learn how to learn from unstructured community experiences and merge that learning with the learning from other course resources.

Principle 3: Establish Learning Objectives

It is a service-learning maxim that one cannot develop a quality service-learning course without first setting very explicit learning objectives. This principle is foundational to service-learning. While establishing learning objectives for students is a standard to which all courses are accountable, in fact, it is especially necessary and advantageous to establish learning objectives in service-learning courses. The addition of the community as a learning context multiplies the learning possibilities. To sort out those of greatest priority, as well as to leverage the bounty of learning opportunities offered by community service experiences, deliberate planning of course academic and civic learning objectives is required.

Principle 4: Establish Criteria for the Selection of Service Placements

Requiring students to serve in any community-based organization as part of a service-learning course is tantamount to requiring students to read any book as part of a traditional course. Faculty who are deliberate about establishing criteria for selecting community service placements will find that students are able to extract more relevant learning from their respective service experiences and are more likely to meet course learning objectives. We recommend four criteria for selecting service placements:

- Circumscribe the range of acceptable service placements around the content of the course (e.g., for a course on homelessness, homeless shelters and soup kitchens are learning-appropriate placements, but service in a hospice is not).
- Limit specific service activities and contexts to those with the potential to meet course-relevant academic and civic learning objectives (e.g., filing papers in a warehouse, while of service to a school district, will offer little to stimulate either academic or civic learning in a course on elementary school education.)
- Correlate the required duration of service with its role in the realization of academic and civic learning objectives (e.g., one two-hour shift at a hospital will do little to contribute to academic or civic learning in a course on institutional health care).
- Assign community projects that meet real needs in the community as determined by
- the community.

Principle 5: Provide Educationally Sound Learning Strategies to Harvest Community Learning and Realize Course Learning Objectives

Requiring service-learning students to merely record their service activities and hours as their journal assignment is tantamount to requiring student in an engineering course to log their activities and hours in the lab. Learning in any course is realized by an appropriate mix and level of learning strategies and assignments that correspond with the learning objectives for the course. Given that in service-learning courses we want to utilize students' service experiences in part to achieve academic and civic course learning objectives, learning strategies must be employed that support learning from service experiences and enable its use toward meeting course learning objectives. Learning interventions that promote critical reflection, analysis, and application of service experiences enable learning. To make certain that service does not underachieve in its role as an instrument of learning, careful thought must be given to learning activities that encourage the integration of experiential and academic learning. These activities include classroom discussions, presentations, and journal and paper assignments that support analysis of

service experience in the context of the course academic and civic learning objectives. Of course, clarity about course learning objectives is a prerequisite for identifying educationally-sound learning strategies.

Principle 6: Prepare Students for Learning from the Community

Most students lack experience with both extracting and making meaning from experience and in merging it with other academic and civic course learning strategies. Therefore, even an exemplary reflection journal assignment will yield, without sufficient support, uneven responses. Faculty can provide: 1) learning supports such as opportunities to acquire skills for gleaning the learning from the service context (e.g., participant-observer skills), and/or 2) examples of how to successfully complete assignments (e.g., making past exemplary student papers and reflection journals available to current students to peruse).

Principle 7: Minimize the Distinction Between the Students☐' Community Learning Role and Classroom Learning Role

Classrooms and communities are very different learning contexts. Each requires students to assume a different learner role. Generally, classrooms provide a high level of teacher direction, with students expected to assume mostly a passive learner role. In contrast, service communities usually provide a low level of teaching direction, with students expected to assume mostly an active learner role. Alternating between the passive learner role in the classroom and the active learner role in the community may challenge and even impede student learning. The solution is to shape the learning environments so that students assume similar learner roles in both contexts.

While one solution is to intervene so that the service community provides a high level of teaching direction, we recommend, for several reasons, re-norming the traditional classroom toward one that values students as active learners. First, active learning is consistent with active civic participation that service-learning seeks to foster. Second, students bring information from the community to the classroom that can be utilized on behalf of others' learning. Finally, we know from recent research in the field of cognitive science that students develop deeper understanding of course material if they have an opportunity to actively construct knowledge.

Principle 8: Rethink the Faculty Instructional Role

If faculty encourage students' active learning in the classroom, what would be a concomitant and consistent change in one's teaching role? Commensurate with the preceding principle's recommendation for an active student learning posture, this principle advocates that service-learning teachers, too, rethink their roles. An instructor role that would be most compatible with an active student role shifts away from a singular reliance on transmission of knowledge and toward mixed pedagogical methods that include learning facilitation and guidance.

To re-shape one's classroom role to capitalize on the learning bounty in service-learning, faculty will find Howard's 1998 model of "Transforming the Classroom" helpful. This four-stage model begins with the traditional classroom in which students are passive, teachers are directive, an all conform to the learned rules of the classroom. In the second stage, the instructor begins to re-socialize herself toward a more facilitative role; but the students, socialized for many years to be

passive learners, are slow to change to a more active mode. In the third stage, with the perseverance of the instructor, the students begin to develop and acquire the skills and propensities to be active in the classroom. Frequently, during this phase, faculty will become concerned that learning is not as rich and rigorous as when they are using the more popular lecture format and may regress to a more directive posture. Over time homeostasis is established, and the instructor and the students achieve an environment in which mixed pedagogical methods lead to students who are active learners, instructors fluent in multiple teaching methods, and strong academic and civic learning outcomes.

Principle 9: Be Prepared for Variation in, and Some Loss of Control with, Student Learning Outcomes

For faculty who value homogeneity in student learning outcomes, as well as control of the learning environment, service-learning may not be a good fit. In college courses, learning strategies largely determine student outcomes, and this is true in service-learning courses, too. However, in traditional courses, the learning strategies (i.e., lectures, labs, and reading) are constant for all enrolled students and under the watchful eye of the faculty member. In service-learning courses, given variability in service experiences and their influential role in student learning, one can anticipate greater heterogeneity in student learning outcomes and compromises to faculty control. Even when service-learning students are exposed to the same presentations and the same readings, instructors can expect that classroom discussions will be less predictable and the content of student papers/projects less homogeneous than in courses without a service assignment. As an instructor, are you prepared for greater heterogeneity in student learning outcomes and some degree of loss of control over student learning stimuli?

Principle 10: Maximize the Community Responsibility Orientation of the Course

This principle is for those who think that civic learning can only spring from the community service component of a course. One of the necessary conditions of a service-learning course is purposeful civic learning. Designing classroom norms and learning strategies that not only enhance academic learning but also encourage civic learning are essential to purposeful civic learning. While most traditional courses are organized for private learning that advances the individual student, service-learning instructors should consider employing learning strategies that will complement and rein-force the civic lessons from the community experience. For example, efforts to convert from individual to group assignments and from instructor-only to instructor and student review of student assignments, re-norms the teaching-learning process to be consistent with the civic orientation of service-learning.

How to Design and Deliver a Service- Learning Course?

Source: Campus Compact

In this video series, you will learn more about the process of designing service-learning courses.

Module 1: Research
Module 2: Direction & Objectives
Module 3: Community Partners
Module 4: Reflective Learning Activities
Module 5: Monitor & Evaluate
Module 6: Rejoice, Review & Revise

Other additional helpful information:

1.Course & Curriculum Design

When faculty, students and community partners use their collective expertise to tackle real-world challenges, learning and problem solving can reach entirely new levels. Community-engaged learning coursework, projects, partnerships, goals and outcomes will look dramatically different across different disciplines. What's most important is that you find a model that works best for *your* students and *your* partners.

2. Critical Reflection

We call it *critical reflection*. You might call it *analysis*, *meaning-making*, *integration* or *integrative learning*. No matter the name, the principle is the same. It's asking students to:

- Pause
- Step away from their coursework or project
- Make sense of what's going on by connecting their experience, theory, and tacit knowledge.

Hands-on experience is important, but community-engaged learning theorists and practitioners agree that the *doing* isn't the only thing that matters. Students need reflection to understand how their limited experience fits within a bigger picture.

Reflection doesn't have to be complicated, but it does need to be well designed. Through activities such as group dialogues, essay writing, journaling, and blogging, students begin to

recognize and examine their own and others' taken-for-granted assumptions, consider diverse viewpoints and think about their community-engaged learning in context.

Journaling

- This is a list of reflection exercises or assignments that are particularly helpful in community based projects ([journals](#)): *personal, critical incident, three-part, highlighted, key-phrase, double entry and dialogue.*

Other type of writing/ presenting the work

- This is a list of writing assignments that are particularly helpful in community-based projects: *Directed writings, Experiential research papers, Online discussion, Ethical case studies, Community engagement portfolios, Personal narratives, Exit cards, Class presentations, Weekly logs. To see a description of these*, [click here](#).

Additional Articles and Tools on Critical Reflection

- Read "[Generating, Deepening, and Documenting Learning: The Power of Critical Reflection in Applied Learning](#)" by Sarah L. Ash and Patti H. Clayton to better understand the importance of critical reflection and how to do it well.

3. Student Learning Assessment

Student learning assessment. Isn't that assigning grades at the end of a course? Not exactly!

When we think about learning assessment, we shift from thinking about what we want to *teach* to what we want students to *learn* — or what they should be able to know, do or think about after a particular learning experience.

To build assessment into your course or curriculum, you have to begin with the end in mind. Identify where you want students to be at the end of the course, and then you can backwards design your assignments, activities and readings to match that end point.

There are five [student learning outcomes (SLOs)](#) that are embedded in community-engaged learning:

a) civic engagement
b) intercultural competence
c) integrative learning
d) critical reflection and
e) ethical practice

These outcomes aren't unique to community-engaged learning, they are essential to it.

Tools on learning outcomes

- Check the details about engaged student learning outcomes or below.

4. Student Learning Outcomes and Levels of Achievement

The following learning goals describe a pathway important to student development in community-engaged learning.

	Beginner 1	Intermediate 2	Advanced 3
Civic Engagement	Identify the relevance of knowledge (facts, theories, etc.) from academic study within the areas of civic life, politics and government and experience working within and learning from diverse communities and cultures.	Use tools that allow them to connect and extend academic knowledge to civic life, politics and government. Reflect on and analyze their attitudes and beliefs through engaged actions with diverse communities and cultures.	Demonstrate independence and leadership in connecting and extending knowledge from academic study to civic life, politics and government within diverse communities and cultures. Analyze and reflect on the aims and accomplishments of engaged actions.
Intercultural Competence	Explore personal identity and recognize, on a surface level, assumptions that inform one's worldview. Describe differences in values, cultural norms, expectations, feelings, verbal and non-verbal modes of communication and worldviews of other cultural groups or communities through a community-engaged experience.	Identify and explain more deeply their own and others' assumptions, feelings, modes of communication and worldviews. Examine and question stereotypes and practice culturally appropriate behavior. Demonstrate and apply intercultural skills and knowledge within diverse communities.	Interpret personal intercultural experience from the perspectives of more than one worldview and demonstrate the ability to act in a supportive and sensitive manner that recognizes the feelings of another cultural group or community.
Integrative Learning	Describe connections between personal experience, community-engaged experiences and academic theories, concepts and ideas. Recognize interrelationships among different fields of study.	Incorporate diverse methodologies comparing community-engaged experiences and academic knowledge; infer differences as well as similarities that acknowledge perspectives and experiences other than their own.	Synthesize multiple perspectives among community-engaged and academic experiences in order to deepen their understanding of fields of study and broaden their own point of view.
Critical Reflection	Identify and describe the importance of constructing knowledge out of community-engaged experiences through reflective practices before, during and after the experience. Recognize, surface and examine their own and others' taken-for-granted assumptions. Display minimal use of reflective strategies. Acknowledge diverse viewpoints and sources of information.	Demonstrate skills and habits of reflection that include writing, asking questions, observing, analyzing, listening and engaging with others in supportive discourse. Apply these reflective skills to consider from their own and other perspectives to make connections among community-engaged experiences, knowledge, values and emotions.	Demonstrate skills in metacognition using diverse reflective modes from multiple vantage points. Demonstrate critical and systematic approaches in examining their own and others' assumptions. Analyze, interpret and articulate learning to others that considers context. Examine sources and solutions to community problems and make substantive connections among community-engaged experiences and contextual factors such as knowledge, values and emotions.
Ethical Practice	Recognize institutional cultural and moral standards relevant to the community context or project and begin to reflect on their own core moral and ethical beliefs, values and practices. Describe ethical issues and state a position as straightforward.	Participate in reflective process of judgment, decision-making and action that integrates personal, academic, professional and civic experiences and begins to act on ethical decisions within a community context. Describe and examine ethical issues and state a position as complex and contextual.	Examine and communicate independently the connection between one's actions and beliefs and the well being of communities and society. Assess ethical issues and present implications of different actions. Articulate and enact a set of ethical principles and practices in diverse community contexts.

How to Integrate Community Engagement into an Existing Course?

Source: [Vanderbilt University](#)

There are many ways to integrate community engagement into an existing course, depending on the learning goals, the size of the class, the academic preparation of the students, and the community partnership or project type. Below are some general tips to consider as you begin:

- **1. One-time group service projects:** Some course objectives can be met when the entire class is involved in a one-time service project. Arrangements for service projects can be made prior to the semester and included in the syllabus. This model affords the opportunity for faculty and peer interaction because a common service experience is shared. One-time projects have different learning outcomes than ongoing service activities.

- **2. Option within a course:** Many faculty begin community engagement with a pilot project. In this design, students have the option to become involved in the community-based project. A portion of the normal coursework is substituted by the community-based component. For example, a traditional research paper or group project can be replaced with an experiential research paper or personal journal that documents learning from the service experience.

- **3. Required within a course:** In this case, all students are involved in service as an integrated aspect of the course. This expectation must be clearly stated at the first class meeting, on the syllabus, with a clear rationale provided to students as to why the service component is required. Exceptions can be arranged on an individual basis or students can transfer to another class. If all students are involved in service, it is easier to design coursework (i.e., class discussions, writing assignments, exam questions) that integrates the service experience with course objectives. Class sessions can involve agency personnel and site visits. Faculty report that it is easier to build community partnerships if a consistent number of students are involved each semester.

- **4. Action research projects:** This type of class involves students in research within the community. The results of the research are communicated to the agency so that it can be used to address community needs. Action research and participatory action research take a significant amount of time to build relationships of trust in the community and identify common research agendas; however, community research projects can support the ongoing research of faculty. Extending this type of research beyond the confines of a semester may be best for all involved.

- **5. Disciplinary capstone projects:** Community engagement is an excellent way to build upon students' cumulative knowledge in a specific discipline and to demonstrate the integration of that knowledge with real life issues. Upper class students can explore ways their disciplinary expertise and competencies translate into addressing community needs. Other community-based classes within the department can prepare the student for this more extensive community-based class.

- **6. Multiple course projects**: Community engagement projects with one or more partners may span different courses in the same semester or multiple courses over a year or longer. These projects must be broad enough to meet the learning goals of multiple courses over time, and because of this they may have a cumulative impact on both student learning and community development that is robust. Such projects may be particularly suited to course clusters or learning communities within or across disciplines, or course sequences, say, within a major, that build student capacity towards advanced learning and community action goals.

Online Community-Engaged Learning

Source: [University of Notre Dame (Center for Social Concerns)](#)

The university's recent suspension of in-person classes has important implications for community-engaged courses. The elimination of on-site volunteer experiences has made necessary significant changes to many community-engaged projects. Community-university partnerships, however, can operate principally, if not entirely, online. A growing literature has developed a set of theories and best practices related to effective community-engaged learning online. ***Equitable, productive community-university partnerships are possible even when students, instructors, and community members are unable to meet in person.*** If you are making changes to one or more community partnerships (including community-engaged classes), the Center for Social Concerns encourages you to consider adapting your community-engaged activities so that they may be completed online.

This document introduces some of the theory and practice of effective online community-engaged learning. Please contact Dave Lassen (dlassen@nd.edu) if you have questions or would like to talk in more detail about transitioning a community-engaged learning class online. The Center for Social Concerns is committed to supporting all community-engaged projects, especially during this unexpected transition to online instruction.

1. Creating and Online Community-Engaged Learning Course

Community-engaged learning experiences center on relationships. These relationships are usually fostered through regular, in-person collaboration. The ongoing Coronavirus outbreak, however, has made these kinds of close interpersonal contacts largely impossible. Because of this, some community-engaged projects scheduled for this semester will need to be postponed or even canceled. It may be possible, however, to modify some projects so that students can still collaborate with and create value for their community partners from a distance. A number of strategies and best practices exist, for example, to make online community-engaged projects equitable and mutually beneficial for everyone involved.

Also known as digital service-learning or e-service-learning, strategies for creating effective online opportunities for students to work with community partners is a growing area of research in community-university partnerships. A general introduction to online community-engaged learning can be found in the 2019 presentation ["Digital Service Learning: Leveraging Technology to Expand Service and Community"(link is external)](#). This literature has identified ways to effectively design and implement community-engaged work online. These approaches

are motivated by the same values and goals, and include many of the same elements inherent in place-based community engagement. No matter their modality, for example, community-engaged learning courses should include at least:

- close collaboration with community partners
- the promotion of equity and social justice
- positive community impacts
- student preparation and background knowledge
- recurring interactions with community members
- ongoing critical reflection activities
- assessment of community impact before and after course activities

Creating effective online community-engaged experiences therefore requires a process similar to that used to create traditional, in-person community-engaged assignments. Course projects should be designed in close collaboration with community partners to ensure that all activities are accessible, promote community goals, and further course learning objectives. Instructors should consider the technical skill required to participate in course activities. Will students and community members have access to and an understanding of the hardware (e.g., a computer) and software (e.g., Zoom) required to engage with one another? Helms and coauthors (2015) provide a useful overview of the ways in which instructors must adapt their course designs when moving a community-engaged learning course from an in-person to an online format. Online you can find guide for designing online community-engaged courses(link is external) and a multi-disciplinary list of example online community-engaged projects(link is external).

Course design decisions for online community-engaged classes are generally presented as occurring before the beginning of a semester, but mid-semester transitions to online partnerships can also be effective. A recent webinar, "Utilizing Service-Learning Projects in an Online Class"(link is external), provides an in-depth view of how one instructor successfully transitioned a face-to-face community-engaged learning course to an online version.

The introduction of online resources and interactions in community-university partnerships can be transformative. Waldner, McGorry, and Widener (2012) have argued that "online learning is a facilitator rather than a barrier to service-learning. E-service-learning holds the potential to transform both service-learning and online learning … Thus, e-service-learning is not a mere pedagogical curiosity; rather, it is a key to the future of service-learning." Similarly, Hansen and Clayton (2014) contend that online learning provides "a doorway leading toward alternate views of conceptualizing and implementing service-learning."

2. Best Practices for Online Community-Engaged Learning

At the same time, however, online community-engaged learning presents unique challenges. Existing studies have identified a number of best practices for instructors creating an online community-engaged learning course. A number of these recommendations are discussed below, though this is not a comprehensive review.

A. Ensure Necessary Technical Resources

Students and community members may be unfamiliar with the technologies used to facilitate necessary communication. As part of her larger discussion of community-engaged course design considerations, Maddrell (2014)(link is external) reminds us that some community partners may not be equipped to participate in online projects. Instructors must therefore be mindful of and respond to the ways in which a shift from face-to-face to online community engagement can destabilize both students and community members. Community-engaged projects should be designed so that all stakeholders have the technical resources and skills necessary to fully participate in and benefit from the project.

B. Empower Students in an Unfamiliar Setting

Carver et al. (2007)(link is external) argue that online service-learning can be hampered by issues of agency, belongingness, and competence. Both community-engaged learning and online learning environments require students to abandon familiar ways of enacting knowledge, engaging with others, and achieving success. Without these resources, students may question themselves and fail to fully engage with course partners or activities. The authors recommend that instructors directly engage with students to assess and support their sense of agency, belongingness, and competence.

C. Consider each Continuum of Online Community-Engaged Learning

Eaton and Leek (2019)(link is external) note that online community-engaged learning courses require instructors, community partners, and students to be aware of and respond to a number of often unique project dimensions—which they present as continuums. These continuums help stakeholders identify the specific dimensions of potential collaborative projects and identify what is possible. These continuums include:

- Geographies – How geographically distant are students and community members?
- Community Size – What is the size of the community involved?
- Immediacy of Service – Is the service conducted asynchronously or synchronously?
- Immediacy of Service Experienced – Is the community live and present or does it extend beyond the present time of the course?
- Direct/Indirect Communities – Does the service involve direct communities or are there other communities and individuals that benefit by proxy?
- Electracy – What level of digital skills, knowledge, and competencies are needed by students, instructors, staff, and community partners?
- Leveraged Technology – How central is the use of digital technology to the execution of the community-engaged learning?

D. Cultivate a Sense of Community

Lee, Kane, and Gregg (2016)(link is external) note that while "online educators consistently try to find ways to build and sustain feelings of community and reduce transactional distance in the absence of face-to-face interactions," consistent effort in this area is especially important in

online community-engaged courses. Because of the multiple dimensions along which online community-engaged courses may challenge students, the authors recommend that instructors create frequent, interactive communication spaces for themselves and student groups. These spaces are also valuable for instructional oversight and to facilitate group reflection.

E. Cultivate a Sense of Place

A sense of community is integral to traditional conceptions of community-engaged learning. It can be difficult, however, to create such a dynamic in online settings. Sandy and Franco (2014)(link is external) therefore recommend "introducing a virtual sense of geographic place (i.e., an abstract representation of the real, physical world in the online learning environment) as a way to infuse place-based approaches to digital or computer-assisted service-learning." The authors argue that such a sense can be cultivated through the use of realistic online mapping tools such as Google maps. Detailed photos of the physical spaces in which community members live and interact may also be helpful. These resources are likely most effective when they provide significant, detailed representations of relevant communities.

F. Maintain Effective Communication

Shah et al. (2018)(link is external) point out that shifting to an online collaboration space may affect the nature of discourse between students and community members. The authors note that "online disinhibition can prompt harsh critique or insensitive language that would not have occurred during face-to-face relationships." The authors encourage instructors partnering with community organizations from a distance to "encourage initial digital communication [between students and partners] focused solely on relationship-building and ongoing (not just task-oriented) interactions integrated with regular partnership activities." Similarly, the authors recommend hosting "a class discussion on how to build rapport in online spaces." Courses shifting to online activities in the middle of a semester may not need to spend as much time building relationships online and may instead focus on how to effectively communicate within and sustain community relationships online.

G. Maintain Visibility

Waldner, McGorry, and Widener (2012)(link is external) argue that online community-engaged learning is most effective when instructors maintain a significant, visible presence in spaces used by students and community members. The authors note that while traditional community-engaged learning courses also require significant instructor feedback, "students need even more feedback for online components of a course since they lack the immediate response of a classroom environment. Establishing clear channels of communication between professor and students is critical to prevent disengagement and confusion."

H. Support Students' Adaptive Behaviors

Butchey (2014)(link is external) argues that students may feel unprepared to engage with community partners online. This unease may come from an unfamiliarity with either the people, organizations, or technology needed for online partnerships. She argues that instructors should

offer students strategies and resources "geared toward understanding how people mobilize adaptive behavior in response to learning experiences." She recommends a six-step process in which students, instructors, and community partners can interact to support student confidence, knowledge, and skill. Student actions in Butchey's strategy includes helping students access their existing knowledge and skills, try new concepts in community contexts, explore potential strategies in community contexts, apply course concepts to community challenges, seek for personal meaning and skills necessary to positively impact local communities, and embed their community-engaged experiences in future academic, professional, and personal pursuits.

Sample Syllabi

This is a national syllabi database from Campus Compact. Please click here to view the collection of syllabi. You could also consult, Cornell's courses here.

The following criteria is taken in consideration when building Service-Learning courses. (A broader discussion of these criteria can be found in our publication, The Fundamentals of Course Construction):

- **1. Engagement:** Does the service or engagement component meet a public good? How do you know this? Has the community been consulted? How? How have campus-community boundaries been negotiated and how will they be crossed?
- **2. Reflection:** Is there a mechanism that encourages students to link their service experience to course content and to reflect upon why the service is important?
- **3. Reciprocity:** Is reciprocity evident in the service component? How? "Reciprocity suggests that every individual, organization, and entity involved in the service-learning functions as both a teacher and a learner. Participants are perceived as colleagues, not as servers and clients" (Jacoby, 1996, p.36).
- **4. Public Dissemination:** Is service work presented to the public or is an opportunity made for the community to enter into a public dialogue? For example, do oral histories that students might collect return to the community in some public form? Is the data students collect on the saturation of toxins in the local river made public? How? To whose advantage?

Beyond these overarching course design consideration, we expect all new syllabus submissions to include most or all of the following criteria:

- Heading, that includes the university name, department, course title, catalog number, semester/year, and faculty contact information
- Description that introduces the nature of the service-learning project and the community-identified desire or challenge the project meets
- Course introduction that articulates the relevance of service or engagement component to the course
- Course goals that articulate the general education outcomes for the course
- Clear expectations about the time and locations in which students are expected to serve
- Course objectives that clarify for students what service learning outcome(s) the faculty member will be measuring
- A description of how students will be expected to demonstrate the academic and civic learning they developed through their community-engaged experiences
- Required texts/ readings
- A weekly schedule of readings and activities
- An overview of course assignments
- A description of the service-learning assignments that includes specific information about the service activity.

- An overview or explanation of the grading policy (that includes a discussion of who will evaluate the students' community work.) This overview should connect course objectives to the allotted percentage points that faculty assign projects, papers, journals, presentations, etc.

Sample Projects

Explore the different possibilities of [Community Engaged Programs](#) you could develop.

Books and Titles in the Field

Source: Engagement Scholarship Consortium

Book Series

[Advances in Service-Learning Research SeriesExternal link - opens in new window](#) (Information Age Publishing)

[Community Engagement in Higher Education SeriesExternal link - opens in new window](#) (Palgrave Macmillan)

[Engaged Research and Practice for Social Justice in Education SeriesExternal link - opens in new window](#) (Stylus Publishing)

[Global University Network for Innovation (GUNi) Higher Education in the World SeriesExternal link - opens in new window](#) (GUNi and Palgrave Macmillan)

[Humanities and Public Life SeriesExternal link - opens in new window](#) (Univesity of Iowa Press)

[Indiana University Pudue University Indianapolis (IUPUI) Series on Service-Learning ResearchExternal link - opens in new window](#) (IUPUI and Stylus Publishing)

[The New Public Scholarship SeriesExternal link - opens in new window](#) (University of Michigan Press)

[Service Learning for Civic Engagement SeriesExternal link - opens in new window](#) (Stylus Publishing)

[Service Learning in the Disciplines SeriesExternal link - opens in new window](#) (Stylus Publishing)

[Transformations in Higher Education: The Scholarship of Engagement SeriesExternal link - opens in new window](#) (Michigan State University Press)

Specific Titles in the Field

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Publishing Outlets

This database includes information on publications that will accept publicly-engaged scholarly activities.

Source: University of Minnesota- **Public Engagement**

Publication	Subject	Media
Academe	Education, Higher Education	eMagazine
Academic Exchange Quarterly	Education, Teaching Methods & Curriculum	Print Journal
Academic Leader	Education, Higher Education	eNewsletter
Academic Medicine	Health, Medicine	Print Magazine
Academy of Management Learning and Education	Business & Economics, Management	Print Journal
Accounting and the Public Interest	Business & Economics	Print Journal
Action Research	Research	Print Journal
Active Learning in Higher Education	Education, Higher Education	Print Journal
Administration and Society	Social Services	Print Journal
Advances in Service-Learning Research	Education, Higher Education, Service-Learning	Book
American Behavioral Scientist	Social Sciences, Psychology	Print Journal
American Board Of Family Medicine	Health, Medicine	Print Journal
American Educational Research Journal	Education	Print Journal
American Journal of Community Psychology	Psychology, Community, Research, Policy, & Practice	Print Journal
American Journal of Education	Education	Print Magazine
American Journal of Pharmaceutical Education	Health, Pharmacy	Print Journal
American Journal of Public Health	Health	eJournal
Applied Developmental Science	Psychology, Sociology	Print Journal
Art Education	Arts, Education	Print Newsletter
Arts and Activities	Arts, Education, Teaching Methods & Curriculum	Print Magazine
BMJ Supportive and Palliative Care	Health	eJournal

Publication	Subject	Media
Business and Professional Communication Quarterly	Business & Economics, Communications	Print Journal
Canadian Journal of University Continuing Education	Education, Higher Education	eJournal
CES4Health	Health	Online Repository
Change: The Magazine of Higher Learning	Higher Education	eMagazine
Chemical Educator, The	Sciences	Print Journal
CIRCLE Working Paper Series	Research, Policy, & Practice, Service-Learning, Civic Engagement	eNewspaper
Citizenship Teaching and Learning	Education	Print Journal
Cityscape	Community Development, Housing & Planning	eJournal
Clinical And Translational Science	Health, Medicine	eJournal
Coalition for Community Schools	Community Development, Education, Service-Learning	eNewsletter
College Composition and Communication	Writing, Communications	eJournal
College Student Journal	Education, Higher Education	Print Journal
College Teaching	Education, Higher Education	Print Journal
Communicating Nursing Research	Health, Research	Print Journal
Community College Journal of Research and Practice	Education, Higher Education	Print Journal
Community Development	Community Development	Print Journal
Community Works Journal	Community, Education, Service-Learning	eMagazine
Compact Current	Higher Education, Service-Learning	eNewsletter
Comparative Education Review	Education	Print Journal
Counselor Education and Supervision	Education, Psychology	Print Journal
Curriculum and Inquiry	Education, Teaching Methods & Curriculum	Print Journal
Economic Development Quarterly	Economic Development	Print Journal
Education + Training	Education	eJournal
Education and Urban Society	Education, Sociology	Print Journal
Education Digest, The	Education	Print Journal
Education for Health	Health, Education	Print Journal
Education Week	Education	eNewspaper
Education, Citizenship, and Social Justice	Education, Higher Education	Print Journal

Publication	Subject	Media
Educational Leadership	Education, Teaching Methods & Curriculum	Print Journal
Educational Policy	School Organization & Administration, Education	Print Journal
Educational Psychology Review	Education, Psychology	Print Journal
Educational Researcher	Education	Print Journal
eJournal of Public Affairs	Public Affairs	eJournal
Elementary School Journal, The	Education, Psychology	Print Journal
Evaluation Exchange, The	Education, Research, Evaluation	eNewsletter
Field Methods	Research	Print Journal
Futures	Economic Development, Research, Policy, & Practice, Sciences	Print Journal
Gateways	Campus-Community Partnerships, Public Engagement	eJournal
Gifted Child Quarterly	Education, Special Education & Rehabilitation	Print Journal
Harvard Educational Review	Education, Teaching & Learning	Print Journal
Health Education Journal	Education, Health, Higher Education	Print Journal
Health Services Research	Health, Research, Policy, & Practice	Print Journal
High School Journal, The	Education	Print Journal
Higher Education Perspectives	Higher Education	eJournal
Higher Education Policy	Social Sciences, Higher Education	Print Journal
Hispania	Education, Teaching Methods & Curriculum, Linguistics	Print Journal
Human Organization	Health, Anthropology	Print Journal
Human Relations	Interdisciplinary, Social Sciences	Print Journal
Human Rights Quarterly	Civil Rights, Law, Political Science	Print Journal
Impact: The Journal of the Center for Interdisciplinary Teaching & Learning	Education, Higher Education, Teaching & Learning	eJournal
Innovative Higher Education	Higher Education, Teaching & Learning	Print Journal
Interdisciplinary Journal of Partnership Studies	Campus-Community Partnerships, Public Engagement	eJournal
International Journal of Education and the Arts	Arts, Education	eJournal
International Journal of Research on Service-Learning and Community Engagement	Service-Learning, Campus-Community Partnerships, Public Engagement	eJournal

Publication	Subject	Media
International Journal of Service-Learning in Engineering	Engineering	eJournal
International Undergraduate Journal for Service-Learning, Leadership, and Socia…		eJournal
Intervention in School and Clinic	Education, Psychology, Special Education & Rehabilitation	Print Journal
Journal for Civic Commitment	Education, Service-Learning, Civic Engagement	eNewsletter
Journal of Adolescence	Children & Youth, Psychology	Print Journal
Journal of Adolescent and Adult Literacy	Education, School Organization & Administration	Print Journal
Journal of Adolescent Research	Children & Youth	Print Journal
Journal of Agriculture, Food Systems, and Community Development	Agriculture, Community Development, Food	eJournal
Journal of American History	History	Print Journal
Journal of American Planning Association	Housing & Planning	Print Journal
Journal of Applied Developmental Psychology	Education, Psychology	Print Journal
Journal of Career Development	Occupations & Careers, Education	Print Journal
Journal of Children and Poverty	Children & Youth, Education, Social Services	Print Journal
Journal of College and Character	Education, Higher Education	Print Journal
Journal of College Student Development	Education, Higher Education	Print Journal
Journal of Community Engagement and Higher Education	Public Engagement, Service-Learning	eJournal
Journal of Community Engagement and Scholarship	Campus-Community Partnerships, Public Engagement	Print Journal
Journal of Community Practice	Social Services	Print Journal
Journal of Community Psychology	Psychology, Sociology	Print Journal
Journal of Curriculum Studies	Education, Teaching Methods & Curriculum	Print Journal
Journal of Democracy	Political Science	Print Journal
Journal of Early Adolescence	Children & Youth, Psychology, Sociology	Print Journal
Journal of Excellence in College Teaching	Education, Higher Education	Print Journal
Journal of Experiential Education	Education, Higher Education, Service-Learning	Print Journal

Publication	Subject	Media
Journal of Extension	Campus-Community Partnerships, Higher Education	Print Journal
Journal of General Education, The	Higher Education	Print Journal
Journal of Geography	Education, Geography	Print Journal
Journal of Higher Education	Education, Higher Education	Print Journal
Journal of Higher Education Outreach and Engagement	Education, Higher Education	Print Journal
Journal of Interprofessional Care	Health, Medicine	Print Journal
Journal of Latinos and Education	Education, Ethnic Interest	Print Journal
Journal of Moral Education	Education	Print Journal
Journal of Motherhood Initiative	Research, Research, Policy, & Practice	Print Journal
Journal of Multicultural Counseling and Development	Business & Economics, Ethnic Interest, Psychology	Print Journal
Journal of Nonprofit Education and Leadership		eJournal
Journal of Planning Education and Research	Housing & Planning	Print Journal
Journal of Psychology in Africa	Psychology	eJournal
Journal of Public Affairs	Public Affairs	Print Journal
Journal of Public Deliberation	Civic Engagement	Print Journal
Journal of Public Scholarship in Higher Education	Public Engagement, Service-Learning	Print Journal
Journal of Qualitative Research	Research	Print Journal
Journal of Research in Character Education	Children & Youth, Education, Teaching Methods & Curriculum	Print Journal
Journal of Service-Learning in Higher Education	Higher Education	eJournal
Journal of Social Issues	Psychology, Sociology	Print Journal
Journal of Social Work Education	Education, Social Services	Print Journal
Journal of Statistics Education	Statistics	Print Journal
Journal of Studies in International Education	Education, International Education	Print Journal
Journal of Teacher Education	Education	Print Journal
Journal of the Community Development Society	Economic Development, Community Development, Housing & Planning	Print Journal
Journal of Urban Affairs	Urban, Research, Policy, & Practice, Housing & Planning	Print Journal
Journal of Youth and Adolescence	Children & Youth, Psychology	Print Journal

Publication	Subject	Media
Journal of Youth Development	Education, Service-Learning, Youth Development	eJournal
Liberal Education	Education, Higher Education	eJournal
Maternal and Child Health	Health, Research, Policy, & Practice	Print Journal
Metropolitan Universities Journal	Higher Education, Urban	Print Journal
Michigan Journal of Community Service-Learning	Education, Higher Education	Print Journal
Music Educators Journal	Education, Teaching Methods & Curriculum, Music	Print Journal
National Association of Student Personnel Administrators Journal	Education, Higher Education	Print Journal
National Society for Experiential Education	Occupations & Careers	Print Magazine
New Directions for Higher Education	Education, Higher Education	Print Journal
Nonprofit and Voluntary Sector Quarterly	Business & Economics	Print Journal
Partnership Matters	Service-Learning, Campus-Community Partnerships	eJournal
Partnerships	Campus-Community Partnerships, Service-Learning, Public Engagement	eJournal
Perspectives in Education	Education	Print Journal
Phi Delta Kappan	Education	Print Magazine
Planning for Higher Education Journal	Education, Higher Education	Print Journal
Planning Theory and Practice	Research, Policy, & Practice	Print Journal
Political Psychology	Political Science, Psychology	Print Journal
Political Science	Political Science	Print Journal
PRISM: A Journal of Regional Engagement	Education, Service-Learning	eJournal
Progress in Community Health Partnerships	Campus-Community Partnerships, Health, Medicine	Print Journal
PS: Political Science and Politics	Political Science	Print Journal
Public Administration Review	Public Affairs	Print Journal
Public Health Review	Campus-Community Partnerships	eJournal
Reflections on Community-Based Writing Instruction	Service-Learning, Writing, Literacy	Print Journal
Review of Higher Education, The	Education, Higher Education	Print Journal
Science Education and Civic Engagement	Sciences, Public Engagement, Education	Print Journal
Social Justice	Equity & Justice	Print Journal

Publication	Subject	Media
Social Science Quarterly	Social Sciences	Print Journal
Social Studies, The	Social Sciences	Print Journal
South African Journal of Higher Education	Education, Higher Education	eJournal
Teaching and Teacher Education	Education, Teaching Methods & Curriculum	Print Journal
Teaching of Psychology	Education, Psychology, Teaching Methods & Curriculum	Print Journal
Teaching Sociology	Education, Sociology, Teaching Methods & Curriculum	Print Journal
Theory and Research in Social Education	Education, Social Sciences, Teaching Methods & Curriculum	Print Journal
Theory Into Practice	Education	Print Journal
Undergraduate Journal of Service Learning and Community-Based Research	Campus-Community Partnerships, Public Engagement, Service-Learning	eJournal
Urban Education	Education, Urban	Print Journal
Urban Review, The	Urban, Education	Print Journal
Voluntas	Business & Economics	Print Journal
Youth and Society	Children & Youth, Political Science, Sociology	Print Journal