

Community-Based Transformational Learning Course Banner Attributes

According to the Carnegie Foundation, “Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/ state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to:

- enrich scholarship, research, and activity;
- strengthen democratic values and civic responsibility;
- enhance curriculum, teaching and learning;
- address critical societal issues; and,
- prepare educated, engaged citizens;
- contribute to the public good.”

UNF offers students a variety of Community Engagement experiences, including Community-Based Transformational Learning (CBTL) courses, throughout their journey. The goal is to have all academic departments identify course sections that require either some or all of the students to engage in an off-campus community engaged activity/project in order to fulfill an assignment. Assigning the attributes listed below to courses allows the University to more accurately report the breadth and depth of community engagement activities across the university’s curriculum. If a course section (CRN) includes a Community Engagement component, as defined above, up to two of the Community-Based Transformational Learning (CBTL) category(ies) that best describes the community-based assignment(s)/ activity(ies) can be assigned the corresponding Attribute Code(s).

Attribute	Category	Description	Examples
TLCO	Community Outreach	Activities that increase community awareness and knowledge of issues but do not necessarily involve extensive student interaction directly with the organization or its constituents.	<ul style="list-style-type: none"> • Presentations by students to a community group/organization about issues. • Issue awareness activities such as distributing information at community events. • Philanthropic efforts on behalf of a community organization. • A performance or art display made available to the public.
TLCI	Community-Based Immersion	Activities that can be regional, national or international and involve students in short overnight stays at off-campus locations that include mutually agreed upon forms of direct community engagement projects or service as a key part of the experience.	<ul style="list-style-type: none"> • Students travel to Ghana to improve or bring clean water supply to a children’s orphanage. • Students travel to Chicago to work with disabled veterans in adaptive military supports camp. • Students spend spring break in Immokalee, FL working with organizations that support migrant farmworkers while learning about the issues farmworkers face.
TLCT	Community-Based Instruction	Learning activities where students are directly involved with actual operations, programs or services of an organization or group. The organization and instructor have mutually agreed upon activities or projects. These types of learning activities are often referred to as “service-learning.”	<ul style="list-style-type: none"> • Service intensive courses such as the 1-hour UNF Cares special topics courses • Students help design a web interface for a community organization/group as a key component of course curriculum. • Health students work within a neighborhood center to develop and deliver community health information (bike safety; flu awareness). • Students in an Entrepreneurship course work with Beaver Street Enterprise to help community members build or improve a business plans.
TLCA	Community Apprenticeship	Activities that provide the student an opportunity to acquire or apply previously acquired knowledge and skills in a supervised situation that approximates or duplicates the conditions under which the knowledge will be used. The instruction is typically individualized with a high degree of interaction between the students and the supervisor.	<ul style="list-style-type: none"> • Internships • Community-based capstone with professional mentors • Practicum • Education field or clinical experiences
TLCR	Community-Based Research	Research conducted by students: a) in partnership or in close collaboration between academically trained researchers and members of a community or representatives of community organizations/ groups; b) where the results and findings are formally shared and/or given to the community; and c) for the purposes of informing decisions or policy making.	<ul style="list-style-type: none"> • Sea turtle research done in collaboration with a state park or beach. The findings are given to the collaborator, so it can be shared and used to inform their practices. • Students in Research Methods and Statistics course conduct statistical analysis for a national organization. The students meet with the organization over the semester to discuss preliminary results and tweak the analysis process then give final presentations of the results to the community partner.

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