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Certificate Overview

The Community-Engaged Leadership (CEL) Certificate is designed to assist you to focus and develop your interests and abilities in areas related to service, social justice, leadership and public engagement. In addition, when many elements of your College experience can contribute to a sense of compartmentalization, the Certificate program is intended to contribution to a sense of integration, by providing an outlet and a supportive structure for connecting curricular and co-curricular experiences. The Certificate culminates in an integrative experience or capstone informed by a core of theory and applied methodology. The holistic framework is designed to provide you with opportunities to build confidence, skills, and analytical expertise to maximize your lifelong ability to contribute to the world around you as an active and engaged citizen.

The CEL Certificate program includes intentional desired learning outcomes and objectives for you as the student-participant. You will:

1. Gain awareness of connections between curricular and co-curricular experiences, enabling you to convert these into concrete directions for action, potential future work and effective citizenship.
2. Tangibly perceive the usefulness of both course material and experiential service-learning.
3. Build toward integrative capstone projects that blend applied scholarship, theory, and experience.
4. Hone cultural competencies: recognizing and valuing diversity and difference, sensitivity, ability to learn from and respect those different from yourself.
5. Develop citizenship skills: viewing yourself as effective members of diverse stake-holding constituencies that respect the reciprocity of partnerships and take personal responsibility for improving social justice and the common good.

In these beginning program years, you will have opportunities and responsibilities to reflect upon, add to or change some of these outcomes for future cohorts.
Program Components

1) Consciously Chartering a Pathway

The goal of the CEL Certificate is to create a conscious narrative of your development, fostering intentional, focused choices. A more-is-better work ethic is not the purpose, and the Certificate need not, necessarily, reflect a great deal of additional coursework or co-curricular work. Unlike an academic minor, we do not restrict “double dipping,” or using a credit already fulfilling major or minor requirement. We stress an economy of activity; the meetings, reflection sessions and capstone endeavors are all intended to catalyze this process, and also to be manageable on top of the demands of already busy students.

2) Certificate Levels

The CEL Certificate is comprised of three levels, each with curricular and co-curricular components. Level one is made up of two foundation courses and two exploratory community engagement experiences or workshops. Level two includes one methodology or research course and two leadership/initiative experiences. Level three culminates with a co-curricular capstone or course-based integrative project. All participants in level three will present their project findings to stakeholders and the community at the Spring Community Engagement Celebration. You will forge your own “pathway” through the certificate, guided by your interests and passions, as you pursue them in relevant communities, locally or off-campus. Your progress through program levels will be tracked via a portfolio, where reflections are shared with your cohort, your certificate advisors as well as interested, and invited, community partners.

3) Key Relationships

Cohorts stay together over the entire certificate process, making relationships a key component of the program. Advisors will rotate out every 1-2 years, depending on faculty/staff availability, in order to bring in new perspectives and resources.

The Cohort Dynamic: Each spring, a group of students will be admitted to the CEL Certificate program. Each admitted class forms a cohort, made up of first-years and sophomores, and where a good fit, juniors, and advised by a staff-faculty pair. The cohort meets as a group twice a block over lunch. Other cohort gatherings include an opening retreat and involvement in an annual Spring Community Engagement Celebration. The cohort is the most important mechanism for sharing and holding one another accountable for achieving the goals of the CEL Cert: grooming leaders with diverse approaches to social change, rendering conscious one’s educational pathway, making connections and increasing intentionality between social, co-curricular and academic priorities. Seniors have the opportunity to serve on the selection committee for future cohorts.

Lunches: Informal lunches the first week of the block take place in Rastall and are facilitated by one or two cohort members. Student organizers choose the discussion topic, send out reflective questions/prompts ahead of time, and facilitate a check in at the start of the lunch. If you miss an informal lunch due to an excused absence, e-mail the group a short reflection to the prompt. Formal lunches held the second week of the block are an opportunity for one student to share on a current project, capstone proposal, or challenge they are struggling with in community work. These are also open to campus supporters and serve as a brainstorming session. It is up to the student presenter to set the agenda for the meeting, provide context and a project/challenge overview, and post questions that you need clarified.

Faculty-Staff Advisors: As an individual student-participant, you will meet with your certificate advisors once per semester to discuss your progress through the program. In addition to their roles as active leaders on
campus, your certificate advisors will be reading your reflections, as well as participating in cohort events. Certificate advisors serve as resources for navigating the CEL certificate. In most cases, the faculty member advisor is not serving as a disciplinary specialist. You will need to seek additional academic direction and support from additional faculty members whose work is academically relevant to you, especially for the integrative experience. Similarly, seeking guidance from appropriate staff, beyond the staff advisor, will be important for making the most of your CEL Certificate experience.
Responsibilities of the CEL Certificate Program Participants

☐ Participate in a retreat at the beginning of the cohort’s program.
☐ Complete required readings prior to retreat.
☐ Develop goals with the staff/faculty advisors that maps intended learning and personal development.
☐ Seek out and engage in experiences and courses that satisfy the requirements of each level of the program.
☐ Courses and/or experiences engaged in prior to the program must be approved by staff/faculty advisors before they can satisfy program requirements. Obtain a signature from a faculty member for each course fulfilling certificate requirements.
☐ Record in your portfolio folder each course or experience that satisfies requirements. Upload all supporting documents as needed.
☐ Answer reflection questions for each course or experience once you complete a level.
☐ Meet with your staff/faculty advisor at least once a semester to discuss progress in the program.
☐ Meet with your cohort over lunch twice per block. Report absences to program coordinator and student lunch facilitator(s). Excused absences include class commitments, field trips, illness, and family emergencies.
☐ Organize or present at least one cohort lunch for each full year in the program.
☐ Submit a proposal for the Level 3 integrative experience to staff/faculty advisors.
☐ Write up your level 3 reflections and present findings at the end of the program at the Spring Community Engagement Celebration.
☐ Participate in the recruitment of the next cohort of participants. Seniors have the opportunity to serve on the selection committee.

Responsibilities of CEL Certificate Faculty/Staff Advisors

☐ Select readings and plan cohort retreat to kick-off the cohort experience.
☐ Work with cohort participants in developing learning goals and developmental path for the certificate program.
☐ Review courses/experiences that participants submit for appropriateness in satisfying program requirements.
☐ Review reflections posted by participant.
☐ Meet with all participants at least once a semester to monitor progress.
☐ Review proposals for participants Level 3 integrative experience.
☐ Identify and secure the collaboration of other faculty and staff on participant’s Level 3 integrative experience if needed.
☐ Review and comment on participant’s reflections and participate in the Spring Community Engagement Celebration.
☐ Participate in the recruitment and selection of the next staff/faculty advisors for the next cohort.
Certificate Levels and Requirements

**Level 1**

**Foundation Courses** (2 courses; at least 1 CBL)
- All tagged courses with a CBL notation which meet the designated criteria
- Courses that examine leadership as applied to a community or social context
- Semester study abroad programs or courses with a CBL component

**Participation and Exploration** (complete 2 of 4)
- Participate in two, one-time service experiences or an on-going service experience
- Complete a relevant workshop or self-assessment
- Attend three all-campus lectures connected to Level 1 learning outcomes
- Work in an organization geared toward social issues
- Work on a political campaign

**Methodology or Research Course** (1 course)
- Courses that teach the necessary skills to assess needs and solve community problems
- Appropriate CBL research-based independent study

**Leadership and Initiative** (complete 2 of 4)
- Complete a community leadership program
- Serve as a leader of a relevant campus or community organization
- Complete a targeted internship
- Carry out a relevant grant-funded project

**Co-/Curricular Integrative Experience** (1 experience)
- Choose a course-based OR co-curricular capstone project
- Submit a formal proposal and rationale for how courses and co-curricular experiences integrate to support the capstone, and why capstone fulfills Level 3 learning objectives
- Complete a reflection report and present the project and findings to the community during the CEL Fair.

**Level 2**

**Level 3**

**Level 1**

**Foundation Courses** (2 courses; at least 1 CBL)
- All tagged courses with a CBL notation which meet the designated criteria
- Courses that examine leadership as applied to a community or social context
- Semester study abroad programs or courses with a CBL component

**Participation and Exploration** (complete 2 of 4)
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- Complete a relevant workshop or self-assessment
- Attend three all-campus lectures connected to Level 1 learning outcomes
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**Progressing Through the Levels**

All program materials and individual student portfolios are housed in the CEL program network drive. You will need to “map” it to your computer in order to access the files. The portfolio serves as a way to track your progress through the certificate, share relevant information with advisors and fellow students, and save supporting documents and syllabi. You need to save a copy of the certificate checklist, advising notes form, and reflection questions for each level. In order to progress through a level, you need to complete all the requirements outlined on the flow chart and checklist. Record your chosen experiences and courses on the checklist and write up the applicable level reflection questions. Once this is complete, meet with an advisor during the required semester meeting and share the information. This prompts a conversation regarding your “pathway” and the advisor will track your meeting and any relevant notes on the advising note form.

If you are utilizing a course for a CEL requirement, present the course approval form to your professor for their signature. Also share this signed form with your advisor during the scheduled meeting. The course approval brings awareness to the program with faculty and may lead to community-based opportunities in relationship to the course or later on.
## Community-Engaged Leadership Certificate Checklist

**Student Name:**

**Year Entering Program:**

**Anticipated Graduation:**

### Coursework

<table>
<thead>
<tr>
<th>Advisor Initials</th>
<th>Certificate Requirement</th>
<th>Course (title, number)</th>
<th>Instructor</th>
<th>Course Form?</th>
<th>Block/Year Completed</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Level 1 Foundation Course (at least one CBL)</td>
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<td>Level 1 Foundation Course (at least one CBL)</td>
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<tr>
<td></td>
<td>Level 2 Methodology or Research Course</td>
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### Co-Curricular Experiences

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<th>Advisor Initials</th>
<th>Certificate Requirement</th>
<th>Program Description</th>
<th>Supporting Office or Organization</th>
<th>Block/Year Completed</th>
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<tbody>
<tr>
<td></td>
<td>Level 1 Participation and Exploration</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level 1 Participation and Exploration</td>
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<tr>
<td></td>
<td>Level 2 Leadership and Initiative</td>
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<tr>
<td></td>
<td>Level 2 Leadership and Initiative</td>
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### Integrative Experience

<table>
<thead>
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<th>Advisor Initials</th>
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<th>Project Description</th>
<th>Campus or community supporters</th>
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<tbody>
<tr>
<td></td>
<td>Level 3 Course-based or co-curricular capstone project</td>
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<table>
<thead>
<tr>
<th>Advisor Initials</th>
<th>Certificate Requirement</th>
<th>Block/Year Completed</th>
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Capstone proposal

Capstone presentation to cohort

Presentation at Spring Community Engagement Celebration

Reflection

<table>
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<tr>
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<td>Level 3 Reflection Questions</td>
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Advising Notes Sample

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<th>Semester/Year</th>
<th>Date</th>
<th>Advisor</th>
<th>Notes/Follow-up</th>
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<tbody>
<tr>
<td>Spring 2011</td>
<td>3/5/11</td>
<td>John</td>
<td>Kira will contact Sarah Hautzinger to discuss Community-Based Research methods and schedule a meeting with Amanda Udis-Kessler regarding IRB processes for her capstone project.</td>
</tr>
</tbody>
</table>
Program Overview

The Community-Engaged Leadership (CEL) Certificate assists students to focus and develop their interests and abilities in areas related to service, social justice, leadership and public engagement. The program aims to integrate students’ often compartmentalized lives by connecting curricular and co-curricular experiences, which culminate in an integrative capstone project informed by a core of theory and applied methodology. The holistic framework provides students with opportunities to build confidence, skills, and analytical expertise to maximize their contributions as active citizens.

Student Learning Objectives

1. Students gain awareness of connections between curricular and co-curricular experiences, enabling them to convert these into concrete directions for action, potential future work and effective citizenship.
2. Students tangibly perceive the usefulness of both course material and experiential service-learning.
3. Students build toward integrative capstone projects that blend applied scholarship, theory, and experience.
4. Students hone cultural competencies: recognizing and valuing diversity and difference, sensitivity, ability to learn from and respect those different from oneself.
5. Students develop citizenship skills: viewing themselves as effective members of diverse stake-holding constituencies that respect the reciprocity of partnerships and take personal responsibility for improving social justice and the common good.

There are three levels within the CEL Certificate, each with curricular and co-curricular components. Level one is made up of two foundation courses and two exploratory community engagement experiences or workshops. Level two is one methodology or research course and two leadership/initiative experiences. Level three culminates with a co-curricular capstone or course-based integrative project.

Course Approval

To be filled out by the student:

I understand ____________________________(student name) is a participant in the CEL Certificate Program and is utilizing ____________________________(course title and number) in block ________to fulfill a requirement for the certificate program.

Course Instructor: ____________________________

Signature: ____________________________ Date: ________________

Advisor Initials: ________
Learning Outcomes and Reflection Prompts

Level 1

Foundation Courses
(2 courses with a Community Based Learning component or 1 CBL and 1 approved Leadership course)
At the conclusion of the foundation courses, students will be able to:
- Confront challenging problems in complex, community-based contexts; observe community solutions and envision their own; critically reflect on their experiences in relation to course theory and concepts.
- Articulate understanding of the subject matter and its applications to community-based problems, increasing their capacity to apply concepts and think critically about new concepts or situations.
- Examine theories of leadership in a community-base context and demonstrate effective leadership styles, strategies, and skills for social change.

Participation and Exploration
As a result of their co-curricular participation and exploration, students will be able to:
- Exercise initiative in seeking resources and opportunities to explore their interests and passions in relation to community issues.
- Articulate their current interests and how they focus and commit to these interests in their co-curricular involvement.
- Demonstrate an understanding of themselves as community members with the ability to shape community directions.

1. What do you hope to gain as a participant of the CEL Certificate program? What contributions might you make to the cohort?

2. What have you learned in your courses at Colorado College about challenging community problems and envisioning solutions? How is your understanding informed by theory from the course? Have you made co-curricular connections to this issue?

3. Describe a current social issue and your interest in the issue. How have you explored and committed to this issue in your co-curricular and/or curricular involvement?

4. When have you demonstrated a leadership style, strategy, and/or skill for social change?

5. How do you see yourself as a member of our local or global community? How do everyday citizens have the ability to shape community directions?

Level 2

Methodology or Research Course (1)
At the conclusion of the methodology or research course, student will be able to:
- Gather, analyze and evaluate data; skill will be relevant to community problem-solving.
- Critically assess the strengths and weaknesses of different paradigms of inquiry and argumentation.

Leadership and Initiative
As a result of their co-curricular leadership and initiative, students will be able to:
- Take initiative to influence effective group functioning or gain acceptance into a community for which they are new.
• Demonstrate self-awareness about their personal identity and leadership styles.
• Employ resiliency in the face of setbacks and re-frame their approach to confronting community problems.

1. Describe a time when you faced a setback in confronting a community problem. How did you change your approach and what were the achieved results?

2. What have you learned about your leadership style through your co-curricular leadership experiences? In what ways has your self-awareness increased enough to enable you to modify your leadership within the necessary context?

3. How have you demonstrated initiative to influence effective group functioning inside or outside the classroom? What did you learn about group development through this process?

4. How can you apply skills of gathering, analyzing, and evaluating data to community-problem solving? Use an example from your current community leadership.

5. What are the strengths and weaknesses of one paradigm of inquiry as learned in your methodology or research course? How does this apply to community problem-solving?

Level 3

*Integrative Experience*

(1 independent study or .5 practicum credit or non-credit) Students complete one integrative experience for the certificate program. As a culminating experience, students will be able to:
• Identify an issue of community concern, and design and organize a project geared toward affording solutions to the problem.
• Assemble project reflection, analysis and results and generate accessible means of sharing, and defending, these with stakeholders.
• Internalize habits of critical reflection, creative problem-solving, and multiple perspective-taking.
• Demonstrate responsible, sustained commitment to the reciprocity required for authentic community-based learning.

1. What coursework and experiences informed your strategies for creative problem solving and use of multiple perspectives while working on the CEL Certificate program and your integrative experience?

2. What does reciprocity mean to you in community-based learning? How did you enact this principle in your integrative experience?

3. Looking back at your responses to the reflection questions at the previous two levels, how has your understanding changed or been enhanced based upon your integrative experience?

4. What are the implications for further study or action?
Integrative Experience or “Capstone”

Procedure

1. Throughout your experience in the CEL, brainstorm ideas on possible projects
2. Informally share these ideas with members of your cohort
3. Discuss your primary idea with program advisors for the purpose of finding individuals/organizations to serve as a resource
4. Submit a proposal to your advisors and present your capstone idea to the cohort at the formal lunch
5. Carry out the capstone – can be done in conjunction with an independent study or practicum, as well as an endeavor that is not for credit
6. Present your project, analysis and reflections at the CEL Community Engagement Celebration at the end of the year

Proposal

Answer the following questions in your capstone proposal:

1. What is the issue you propose to explore? Why is this an issue of community concern and what evidence do you have to support this claim?
2. Who are the stakeholders in this issue?
3. What are your methods and possible resources (both material and academic)?
4. What are your desired outcomes and how will you assess if the outcomes are achieved?
5. How do your courses and co-curricular experiences prepare you for this integrative experience?
Community-Based Learning Courses

A faculty member teaching a CBL course is eligible to apply for a tag in the course catalog on Access. Community-Based Learning (CBL) is experiential education, in which direct interaction between students and community members promotes student learning and contributes toward solutions to problems of community concern. Tagging serves as a resource during the advising process for CEL coursework requirements.

Criteria for CBL

1. Knowledge from the discipline enhances understanding of the community experience and the community experience enhances understanding of the relevance and applicability of the academic content.

2. Academic credit is given for the learning and its relation to the course, not for the community experience/research alone.

3. The intent of CBL experiences, while guided by professors, also takes shape through interactions and synthesis with community issues, concerns or needs.

4. CBL instruction includes the intention of equipping students with the skills, knowledge and experience to exercise influence toward more social, cultural, environmental or civic outcomes that benefit the common good. This applies whether the impact is immediate or deferred.

5. Activities in the class provide methods for students to reflect systematically and with intention about what they learned through the CBL experience, and how that experience relates to the course’s focus.

Courses are updated yearly during blocks five and six and submitted to the Registrar by the last Friday of block six. A current course list is available on the program drive. The tagging process began in 2008 and is still gaining momentum and awareness among faculty. Students may petition a course with advisors for the level one course requirement of the certificate if it meets the five criteria established for CBL at Colorado College.
Basic Principles of Reflection

(from The Guide to Integrating Reflection into Field-Based Courses by Joy Amulya, Center for Reflective Community Practice, MIT, 2004)

• Setting a frame for reflection helps people access specific experiences, for example, an area of work, question, situation, etc.

• Allowing individuals to connect with their own thinking before they are asked to share it in a group is beneficial to the quality of both individuals’ and the group’s reflection process.

• Reflection by an individual or small group should be considered private; they make the decision of what to share with a larger group.

• Get people to first generate a list of events or experiences that relate to an issue or question to get possibilities out. Once they do this, they can make a conscious choice about which one to reflect on in depth.

• Telling the details of an experience or practice moment is important to do before analysis. Once this reflective account has been generated, the focus can turn to analysis. Analyzing along the way can keep important details of the experience from coming out.

• There are two basic approaches to reflection: moving from experience to questions, and from questions to experience. One or the other can work better at different times, or for different groups of people.

• Use existing structures for reflection whenever possible (a scheduled meeting, etc.), rather than adding it as a “new” thing. It generally can complement many other activities. However, it is important to bracket reflection as a distinct activity in its own right – it is not the same as planning, problem solving, etc.)
Recruitment of New Students

It will be important to constantly look for opportunities to inform the college about the CEL Certificate Program, especially in the first few years of the program’s existence. The Oversight Committee, the CEL Faculty and Staff advisors, and the students involved in CEL Certificate Program should all participate in recruiting successive student cohorts and advisors.

A variety of recruitment events should be held throughout the year to help spread the word about the CEL Certificate Program. These events can include:

- Two or three Information Sessions to coincide with the application cycle. These Information Sessions would provide general information about the CEL Certificate and requirements, the applications process and deadlines, and an opportunity for Q & A. If not completely online, application materials would be available.
- New Student Orientation information table at the beginning of each semester. First Year students and their parents attend this event in high numbers. This would be a good opportunity to put this program in front of a group of students looking for ways to engage in meaningful opportunities.
- Information tables during Student Activities Night at the beginning of each semester. It would be helpful to have current CEL Certificate Program participants provide information and answer questions at this event.
- Announcements through the Student Digest.
- Announcement on the Faculty and Staff Digests to encourage nominations.
- Flyers on campus bulletin boards.
- TV screen ads in the Worner Center.
- Information tables in the Worner Center during the lunch hour. These tables could be staffed by anyone knowledgeable about the program.
- Announcements on special listservs (e.g. Majors listservs, Class listservs, Prelaw Society)
- Visits to classes
- A nomination process for faculty and staff. The nomination process would serve to inform or remind the faculty and staff about the CEL Certificate Program and would hopefully garner a number of nominations.

CEL Selection Activities and Timeline

Information: Information sessions are held in December and nominations are solicited from faculty, staff, and current student participants.

Apply: First year or sophomore students apply to be considered for a CEL Certificate cohort the first week of Block 5.

Interviews: Candidates meet with selection committee members during weeks 2 & 3 of Block 5.

Invitation: The CEL selection committee offers invitations to students by week 4 of Block 5.

Retreat: The CEL cohort retreats for the first Saturday of Block 6 for initiation, orientation, and a leadership module with the co-advisors. Students read a set of selected readings prior to the retreat and develop goals for participation in the program.