

## **CBL Options/Resources in light of Coronavirus Closures**

Due to the extension of spring break and move of classes to remote learning, community-based learning is one of the elements of teaching and experiential learning that poses challenges. Below are some ideas and current approaches, including ones gathered from AJCU colleagues to consider in your planning.

### **Web Resources:**

- **Community Service and Service Learning Professionals in Higher Education:**
  - <https://www.facebook.com/groups/611130315685137/>
- **Campus Compact Local-Global Ideas:**
  - <https://compact.org/covid-19-local-global-learning-and-civic-resources/>

**Waive Student CBL Hours:** (U of S PCPS) All students enrolled in (PCPS) community based learning courses will receive a waiver of hours for the CBL course(s) in which they enrolled during the Spring 2020 semester. Seniors who are scheduled to graduate this spring will receive credit for all required CBL hours. Students who have already completed hours this semester can submit them for their file at some point in the future when campus is open for students, but they would still need to complete the required hours for any future CBL courses.

**Remote CBL:** Consider if your CBL community partner site may have ways to allow students to continue hours in a remote way. Consult with your organization/partner, taking care to ensure that whatever done is not a burden to the organization, at an already stressful time. Remote CBL examples could include research for the organization, helping them to manage communications, etc.

**Additional Reflection:** Consider having students spend additional hours on reflective exercises having to do with the CBL hours they already conducted. Could also consider the impact of coronavirus on the social service community and how it has exacerbated access to services, social inequalities, etc.

**Topical Assignments:** Have students fulfill some of the remaining CBL hours by conducting further research on the underlying issues that their CBL experience addresses, e.g. poverty, social disparities of health, racism, immigration, etc.

**Count CBL to Date/Conduct Reflections via Zoom:** (From Regis University) Faculty can opt to extend students credit for the CBL hours completed to date without grading penalty. Students will receive credit for their service learning in the course. In the event the campus is closed and classes are continuing in an online format, post-reflections sessions will occur as permitted by faculty and staff via Zoom, etc.

**Learning Portfolios:** (From Loyola University Chicago) Recommend to the instructors that students not focus on completing physical hours, but rather create a learning portfolio for the course and complete some additional reflective assignments. One was specifically on the

intersection of global health issues with the course topic and their chosen vocation / career path. Another was on the experience of having to return from Rome, freedom of mobility, global mobility issues (climate refugees, asylum, and their course work and the folks they were working with in Rome. We're hoping that more time spent reflecting will still leverage the experiences they were able to have to date.