

Community-Engaged Learning Designation Program Individual Course Renewal Rubric

Community-Engaged Learning Attributes	Not Evident	Evident	Comments
Integration of experiential service and community-based activities into the course occurs.	The service does not appear to be integrated with academic content. Or the syllabus may not address the purposes of the community activities.	Community-based activities are well integrated into the course and the service helps students understand academic content. The syllabus provides a strong rationale of the community activities to learning outcomes.	
Community partners are identified, and reciprocity is evident. Meeting a community need is addressed.	The community partners are not clearly identified. The service may not meet a community need. Students may have little guidance on how to find partners or communicate with them.	Current and potential partners are identified and processes for managing the service are in place. Both student learning and meeting a community need is prioritized.	
Civic learning is incorporation. Students learn about the political, historical, economic, or sociological aspects of social change, as well as power structures, privilege/ oppression, or systems when trying to address a social issue.	The instructor focuses on discipline-based content with little or no attention given to civic learning or social issues. Students may learn little or nothing about the organization where they are serving.	The instructor integrates discipline-based content along with civic learning. Learning about social issues that are pertinent to the discipline occurs. Students gain knowledge of the organizations and the social issues they address.	
Integration of critical reflection. Reflection happens throughout the course and is key to student learning and personal growth.	Students' reflections occur sporadically (or not at all) and may loosely connect the service experience to course learning	Students' critical reflection occurs often throughout the experience and links service to student learning outcomes. Multiple critical reflection prompts are provided.	

	outcomes. No reflection prompts are provided.		
Diversity of interactions or perspectives. The course helps students analyze multiple perspectives for points of commonalities and differences and/or helps them learn how to work with others.	The instructor, the course, and community activities offer students limited or no opportunities for interaction and dialogue with diverse people or multiple perspectives.	The instructor and community partner(s) engage students in frequent interactions and dialogue with diverse people or multiple perspectives. Students can analyze multiple perspectives for points of commonalities and differences.	
Assessment of student learning occurs.	No measurement tool is in place for assessing the community-engaged learning components of the course. Students may be graded for the hours of service, not the learning demonstrated.	Measurement tools are clearly articulated for assessing the community-engaged learning components of the course. A portion of student grades is based on the demonstration of knowledge from the service activities.	
A course syllabus is provided and includes highlights of the community-engaged learning components. Supporting material is provided for items not evident in the syllabus.	No course syllabus is provided, or the community-engaged learning components are unclear or not evident.	The syllabus is provided, and the community-engaged learning components are evident. Supporting material is provided as needed.	
Additional feedback:			

Updated 11/17/22

Updated 9/9/21