**Community-Based Learning Course Syllabus Rubric**

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|  | **Element is strongly developed** | **Element is present and adequately developed** | **Element is present, but insufficient** | **Element is lacking or absent** |
| **Course Goals and Outcomes** | Course goals and outcomes are clearly identified and articulate connections between academic achievement, community engagement, and skills development. | Course goals and outcomes are clearly defined and include: academic achievement, community engagement, skills development. | Certain course goals and outcomes are clearly defined but one or more of the following learning outcomes is not addressed: academic achievement, community engagement, skills development. | Course goals and learning outcomes are not clearly defined or do not address academic, community, skills outcomes. |
| **Purpose of Community-Based Learning Component** | Purpose of community-based learning is clearly defined and articulates how the class’ particular community-based component will enhance student learning, encourage their skills development, and (where applicable) positively impact external partner(s). | Purpose of community-based learning is clearly defined and articulated in terms of student learning. | Purpose of community-based learning is articulated, but specific explanation of class’ particular community-based learning component is absent or unclear. | Purpose of community-based learning component is not addressed or articulated. |
| **Community-Based**  **Assignment** | Community-based assignment, including minimum requirements, is clearly defined, emphasizing reciprocity between community priorities and student learning where appropriate. | Community-based assignment is clearly defined in syllabus, including any appropriate parameters for engagement (e.g. field hours requirements). | Community-based assignment is mentioned in syllabus, but requirements of that assignment are not clearly defined. | Community-based assignment is either not mentioned or left undefined in syllabus. |
| **Expectations**  **for Student Engagement in Community-Based Work** | Expectations for students’ community-based work are clearly articulated and encourage students to regard community partner(s) as co-educators contributing both to their learning and also to their personal development. | Expectations for student conduct during community-based work are clearly noted. Students’ role as learners both in classroom *and* in community-based work is clearly articulated. | Expectations for student conduct during community-based work are noted, but are not clearly defined or do not adequately reflect the students’ role as *learners* when engaging with the broader community. | Expectations for student conduct during engagement in community-based work are not articulated. |
| **Classroom Component** | Design of classroom discussion and activities facilitates collaborative learning among students, faculty, and (when appropriate) community partners to link classroom and community-based knowledge. | Design of class encourages discussion around students’ community-based experiences and requires student participation. | Design of class provides limited opportunity for class discussion about students’ service experiences. | Class design does not allow for discussion or require student participation. |
| **Reflective Activities** | A variety of reflective activities are required and used to reinforce students’ learning in the classroom and service site. Reflective activities challenge students to make meaning of their community-based experiences and encourage articulation of learning outcomes. | Reflection on community-based experiences is noted as a course requirement and methods for it are indicated. Reflective activities link students’ community-based experiences to course content. | Indication of reflection requirement exists, but methods are not specified and it is unclear if activities will encourage students to link community-based experiences to course content. | Reflection requirements are unclear or not stated. |
| **Course Assignments** | Course assignments consistently support integrative learning, requiring students to think critically about and integrate their classroom and community-based experiences. | A sufficient number of course assignments support critical reflection on both classroom and community-based experiences. | Some course assignments attempt to integrate classroom and community knowledge, but do not require critical reflection about one or both components. | Course assignments do not integrate the classroom component with the community-based experiences. |