

COMMUNITY-ENGAGED LEARNING SYLLABUS RUBRIC

	SCORE	Strongly Developed (3)	Adequately Developed (2)	Insufficiently Developed (1)	Lacking or Absent (0)
COURSE OVERVIEW					
<i>Description of Community-engaged learning</i>		Clearly states the course will utilize community-engaged learning, describes the purpose for the inclusion of community-engaged learning in the course, and provides an explanation of community-engaged learning	Clearly states the course will utilize community-engaged learning but misses either the purpose of community-engaged learning in the course or a general explanation of community-engaged learning	Indicates the course will utilize community-engaged learning but fails to include both the purpose of community-engaged learning in the course and a general explanation of community-engaged learning	Fails to state the course will utilize community-engaged learning and provides no space for a description of community-engaged learning
<i>Description of Community Partner</i>		Clearly describes the community partner and makes clear that the community partner is an equally valued partner in the learning process	Provides space in the syllabus for name and brief description of the community partner	Makes vague reference to a community partner generally but fails to provide either the community partner name or description	Fails to mention a community partner and provides no description
<i>Course Goals & Objectives</i>		Clearly describes course goals and objectives with at least one course objective having a clear connection to the community-engaged learning experience	Describes course goals and objectives with at least one course objective that may or could have a connection to the community-engaged learning experience but fails to explicitly state	Describes course goals and objectives without connecting to the community-engaged learning experiences	Fails to describe any course goals and objectives
RECIPROCIITY					
<i>Co-Development of Course</i>		Clearly outlines the mutual benefit to and the involvement of the community partner in the creation of course	Clearly outlines the mutual benefit to the community partner and vaguely mentions the community partner's involvement in development of course	Either fails to outline the mutual benefit to the community partner or fails to mention community partner's involvement in development of the course	Provides no description of how the community partner was involved in development of the course or how they will benefit
<i>Co-Instruction of Course</i>		Provides multiple times (>1) in the quarter where community partner attends classes to lead reflections, give lectures or presentations, etc. and gives specific topics and content of what community partner will be sharing	Provides 1 time in the quarter where community partner attends classes with specific topics and content for what community partner will be sharing	Vaguely mentions that community partner may visit the class without specific topics and content for what community partner will be sharing	Fails to provide times in the quarter where community partner attends classes or fails to discuss in syllabus

<i>Expectations of All</i>		Conveys the roles/responsibilities of faculty, students, and community partners. Highlights the mutual benefit of community engagement in both benefitting student learning and community priorities and discusses expectations for all during their community-engaged work in terms of professionalism, communication, respect, etc.	Thoroughly addresses two aspects of expectations (benefit to student, benefit to community, and/or expectations for students, faculty, OR community partners during their community-engaged work) or vaguely addresses all three aspects of expectations	Thoroughly addresses one aspect of expectations benefit to student, benefit to community, and/or expectations for students, faculty, OR community partners during their community-engaged work) or vaguely addresses two aspects of expectations	Fails to address expectations
<i>Classroom Collaboration</i>		Provides multiple opportunities (>1) throughout the quarter for faculty, students, and community partner to join together in learning from one another and enhance connections between classroom and community work (e.g., community partner introduction at beginning of quarter, community partner attends for final presentations/projects)	Provides 1 opportunity in quarter for faculty, students, and community partner to join together in learning from one another	Vaguely mentions opportunity for faculty, students, and community partner to join together in learning from one another without any specific dates or clarity for why they are attending	Fails to provide opportunities in the quarter for all parties to join together and collaborate in learning or fails to describe in syllabus
INSTRUCTIONAL MATERIALS & LEARNING ACTIVITIES					
<i>Instructional Materials</i>		Instructional materials clearly connect to community-engaged learning in general and include an exploration of the context of the community and/or community partner. Ideally this includes readings from Indigenous, local, or multiple perspectives	Instructional materials clearly connect to community-engaged learning in general OR include an exploration of the context of the community and/or community partner	Instructional materials that vaguely connect to community-engaged learning or to the community partner	Fails to provide instructional materials that connect to the community-engaged learning
<i>Reflection</i>		Includes reflection (graded or ungraded) that occurs before, during, and after the community-engaged learning and explains the purpose of reflection in community-engaged learning	Includes reflection (graded or ungraded) that occur multiple times during quarter but fails to explain the purpose of reflection in community-engaged learning	Includes reflection (graded or ungraded) but reflections only occur once during the quarter (e.g., end of quarter reflections)	Fails to include reflection in the course

<i>Engagement Expectations for Students</i>		Makes clear that students do not receive credit for time spent engagement activities, but rather for the connecting knowledge. Outlines expectations for students' time spent in engagement activities. This can be either clearly stated or indirectly conveyed by having clear assignments that show how students will connect their knowledge.	Makes clear that students do not receive credit for their engagement time and vaguely outlines expectations for students' time spent in engagement activities without detail	Makes clear only one of the following: (1) that students do not receive credit for their engagement time (2) do not outline expectations for students' time spent in engagement	Fails to describe engagement expectations for students
<i>Grading Expectations</i>		Clearly outlines how students will demonstrate their learning from the CE project and how they will be graded on assignments	Clearly outlines how students will demonstrate their learning from the CE project and vaguely describes how they will be graded on assignments	Vaguely mentions how students will demonstrate their learning from the CE project without any clear description of grading	Fails to outline how students will demonstrate their learning from the CE project or how they will be graded on said assignments
ASSESSMENT					
<i>Assessment of Student Outcomes</i>		Clearly describes how student outcomes/growth will be measured and what will be assessed (e.g., empowerment, civic engagement, self-efficacy)	Either clearly describes how student outcomes/growth will be measured or clearly describes what will be assessed	Indicates student outcomes/growth will be assessed but fails to describe how they will be measured or what will be measured	Fails to assess student outcomes/growth
<i>Assessment of Community Outcomes</i>		Clearly describes how course will measure impacts on community and how their needs were or were not met	Vaguely describes how course will measure impacts on community and how their needs were or were not met	Indicates community outcomes will be assessed but fails to describe how they will be measured or what will be measured	Fails to assess community outcomes or fails to describe in syllabus
<i>Inclusion of Community</i>		Community partner provides assessment of students' work and syllabus clearly describes how community partner will provide assessment	Community partner provides assessment of students' work and syllabus vaguely describes how community partner will provide assessment	Indicates community partner will provide assessment of students' work but fails to describe how community partner will provide assessment	Fails to include community partner in assessment of student outcomes
<i>Faculty Reflection</i>		Faculty member sets aside time for self-reflection of how teaching a community-engaged learning course has impacted them as an educator (e.g., teaching pedagogy, relationship and connection with students)			Faculty member fails to set aside time to reflect on how the community-engaged learning experience has impacted them as an educator

