Community-Based Learning Course Review Rubric

The university is seeking to review the courses offered for the 2013-2014 academic year and identify:

1. Community-Based Learning Courses (CBL)
2. For the courses that are Community-Based Learning, identify the CBL attribute type (please see list below).

Community-Based Learning (CBL) identifies a specific component of instruction in which the students engage in community work. Courses must meet the following criteria to be designated as a CBL Course:

<table>
<thead>
<tr>
<th>✓ Community-Based Learning Course Criteria</th>
<th>Application</th>
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<tbody>
<tr>
<td>1. Include course learning objectives concerning the <strong>application</strong> of disciplinary/course concepts to community issues.</td>
<td>These learning objectives are (or will be) reflected on syllabus. Below are examples of student learning outcomes that could appear on the syllabus:</td>
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<td></td>
<td>A student who successfully completes this class will be able to:</td>
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<td></td>
<td>A. Demonstrate an understanding of a community partner/organization, including its mission and behavior.</td>
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<td>B. Apply disciplinary knowledge and integrate theory and practice in order to identify and/or address community issues.</td>
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<td>C. Work independently or in teams to develop a project and apply disciplinary or course concepts to community issues.</td>
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<td>D. Reflect on and discuss the relevance of issues addressed in the CBL course to the affected communities and the student’s education/training.</td>
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<td>2. Include <strong>service</strong> to the community (local, state, national or international) based on course content.</td>
<td>The syllabus does (or will) reflect how the course is serving community needs.</td>
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<td>3. Service rendered must address <strong>community issues</strong>.</td>
<td>The learning will be via a community experience that applies knowledge and integrates theory and practice.</td>
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<td>4. Service rendered entails aspects of <strong>reciprocity</strong> between students and community partners.</td>
<td>Mutual benefit to the community partner and the student.</td>
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*Anticipated syllabus modifications need to be completed by January 6, 2014 for spring 2014 semester courses and by April 1, 2014 for fall 2014 courses.*

**Note (for those modifying the course designations):** If a course satisfies the four criteria of a CBL Course listed above, please indicate the CBL type. The attribute must be assigned at the course level and should apply to the predominance of course sections.

**Definitions:**

1. **Community Engagement** describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. (Carnegie Foundation)
2. Community is defined as **outside of the UofL classroom**. Therefore, if a program/project is only serving the faculty, staff, and students of UofL, then it would not be defined as community engagement.
3. Courses that **study community issues but do not address those issues outside of the classroom** are not defined as community-based learning courses.

**CBL Attribute Type:**

- Service-learning (SL)
- field experiences (FE)
- practicum (PR)
- internships (IN)
- capstones (CS)
- research projects (RS)
- practice-based learning (PL)
- clinical - health care (HC)
<table>
<thead>
<tr>
<th>Year</th>
<th>Events</th>
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</table>
| 2007 | - Initial Course Review  
      - Reviewed by Associate Deans and Unit Faculty  
      - Initial Implementation of Coding Process (PeopleSoft) |
| 2009-10 | - Community Engagement Glossary finalized with the working definition of CBL  
         - Second Review of CBL Courses  
         - Internal discussions of how to align CBL with other needs for engagement data (student service hours, partnerships, sustainability, Ideas to Action CUE) |
| 2010-11 | - CBL Coding in Peoplesoft used for internal and external reporting:  
         - President’s Higher Education Community Service Honor Roll - www.nationalservice.gov/special-initiatives/honor-roll  
         - Campus Compact - www.compact.org/  
         - UofL President’s Report and Scorecard  
         - Development of the Community Engagement Glossary of Terms |
| 2011-2012 | - Refine and update codes, changes made in PeopleSoft  
           - CBL added to the Course Inventory File process  
           - Develop draft for CBL Evaluation Criteria |
| 2013 | - Third Review of CBL Courses:  
      - Develop CBL Rubric |
| 2013-2014 | - Questions added to CBL Course Evaluations  
           - Listing of Courses made available for student Enrollment  
           - Utilize CBL Rubric:  
             - 1st step: associate deans review CBL course listing  
             - 2nd step: courses approved by unit curriculum committees |