

# 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:

✓	Community-Based Learning Course Criteria	Application
1.	Include course learning objectives concerning the <b>application</b> of disciplinary/course concepts to community issues.	These learning objectives are (or will be) reflected on syllabus. Below are examples of a student learning outcomes that could appear on the syllabus:  A student who successfully completes this class will be able to: <ol style="list-style-type: none"> <li>A. Demonstrate an understanding of a community partner/organization, including its mission and behavior.</li> <li>B. Apply disciplinary knowledge and integrate theory and practice in order to identify and/or address community issues.</li> <li>C. Work independently or in teams to develop a project and apply disciplinary or course concepts to community issues.</li> <li>D. Reflect on and discuss the relevance of issues addressed in the CBL course to the affected communities and the student's education/training.</li> </ol>
2.	Include <b>service</b> to the community (local, state, national or international) based on course content.	The syllabus does (or will) reflect how the course is serving community needs.
3.	Service rendered must address <b>community issues</b> .	The learning will be via a community experience that applies knowledge and integrates theory and practice.
4.	Service rendered entails aspects of <b>reciprocity</b> between students and community partners.	Mutual benefit to the community partner and the student.
*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)

# Community-Based Learning Course Review Timeline

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](http://www.nationalservice.gov/special-initiatives/honor-roll)
- Campus Compact - [www.compact.org/](http://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