

Service-Learning Course Designation Rubric
Office of Community Engagement and Service
Miami University - Oxford Campus

Course: _____ Professor: _____

Reviewer: _____ Date: _____

Category	Accept with Minor or No Revisions	Accept with Revisions	Revise and Resubmit Next Cycle (needs major revisions)
Pedagogy	<p>The Service-Learning component is integrated clearly into the course objectives.</p> <p>The complex community challenge or challenges the course is addressing is clear.</p> <p>The course's disciplinary content is clearly connected to one or more complex community challenges.</p> <p>The course's Service-Learning component is clearly connected to the course's disciplinary content.</p> <p>The course's Service-Learning component is clearly connected to the community challenge(s) the course addresses.</p> <p>The course's disciplinary content, service-learning component, and complex community challenge(s) are all clearly connected.</p>	<p>The service-learning component is present in the course objectives, but its relationship to the objectives is unclear.</p> <p>The complex community challenge or challenges the course is addressing is present but unclear.</p> <p>The course addresses one or more complex community challenges, but it is unclear how these are connected to the disciplinary content.</p> <p>It is unclear how the course's Service-Learning component is connected to the course's disciplinary content.</p> <p>The course addresses one or more complex community challenges, but it is unclear how these are connected to the Service-Learning component.</p> <p>It is unclear how the course's disciplinary content, service-learning component, and complex community challenge are all connected.</p>	<p>The service-learning component is missing from the course objectives.</p> <p>The course does not appear to address a complex community challenge.</p> <p>The course's disciplinary content does not appear to be at all connected to complex community challenges.</p> <p>The course's Service-Learning component does not appear to be at all connected to the course's disciplinary content.</p> <p>The course's Service-Learning component does not appear to be at all connected to a complex community challenge(s).</p> <p>The course's disciplinary content, service-learning component, and complex community challenge(s) are not apparently connected.</p>
Comments			
Reflective Assignments	<p>Structured reflection assignment is essential to the course and integrates all points of the triangle</p> <p>Culminating assignment is essential to the course and</p>	<p>Structured reflection assignment integrates only two points of the triangle</p> <p>Culminating assignment integrates only two points of the triangle</p>	<p>Structured reflection assignment integrates only one point of the triangle</p> <p>Culminating assignment integrates only one point of the triangle</p>

	<p>integrates all points of the triangle</p> <p>The reflection and culminating assignment invite critical thinking and analysis</p>	<p>It is unclear how the reflection and culminating assignment invite thinking and analysis that is critical in nature</p>	<p>The reflection and culminating assignment are unclear and/or appear to lack clear connection to the course objective</p>
<p>Comments</p>			
Assessment	<p>Grading criteria for student engagement in the community is clear and qualitatively specific</p> <p>Grading criteria for the reflective assignment is clear</p> <p>Grading criteria for the culminating assignment is clear</p> <p>The community partner(s)' role in assessing students is clear</p>	<p>Grading criteria for student engagement in the community lacks clarity or qualitative specificity</p> <p>Grading criteria for reflective assignment lacks clarity or specificity</p> <p>Grading criteria for culminating assignment lacks clarity or specificity</p> <p>The community partner(s)' role in assessing students lacks clarity or specificity</p>	<p>There is no grading criteria for student engagement in the community or grading criteria is based only on superficial outputs such as number of hours</p> <p>There is no grading criteria for reflective assignment</p> <p>There is no grading criteria for culminating assignment</p> <p>The application does not specify the community partner(s)' role in assessing students</p>
<p>Comments</p>			
Mutually Beneficial Partnerships	<p>The course's proposed benefit in addressing an authentic community-identified challenge(s) is evident.</p> <p>Groundwork has been laid for a sustainable relationship between the faculty member and community partner(s).</p> <p>The mission and vision of community partner organization(s) align with the community challenge(s) the course is addressing.</p>	<p>The course's proposed benefit in addressing an authentic community-identified challenge(s) lack clarity.</p> <p>It is unclear whether or how groundwork has been laid for a sustainable relationship between the faculty member and community partner(s).</p> <p>It is unclear whether or how the mission and vision of community partner organization(s) align with the community challenge(s) the course is addressing.</p>	<p>The application proposes no benefits in addressing an authentic community-identified challenge(s).</p> <p>There is no evidence that groundwork has been laid for a sustainable relationship between the faculty member and community partner(s).</p> <p>The mission and vision of community partner organization(s) seem misaligned or mismatched with the community challenge(s) the course is addressing.</p>
<p>Comments</p>			