Essentials of Instructional and Curricular Design for Community Engagement

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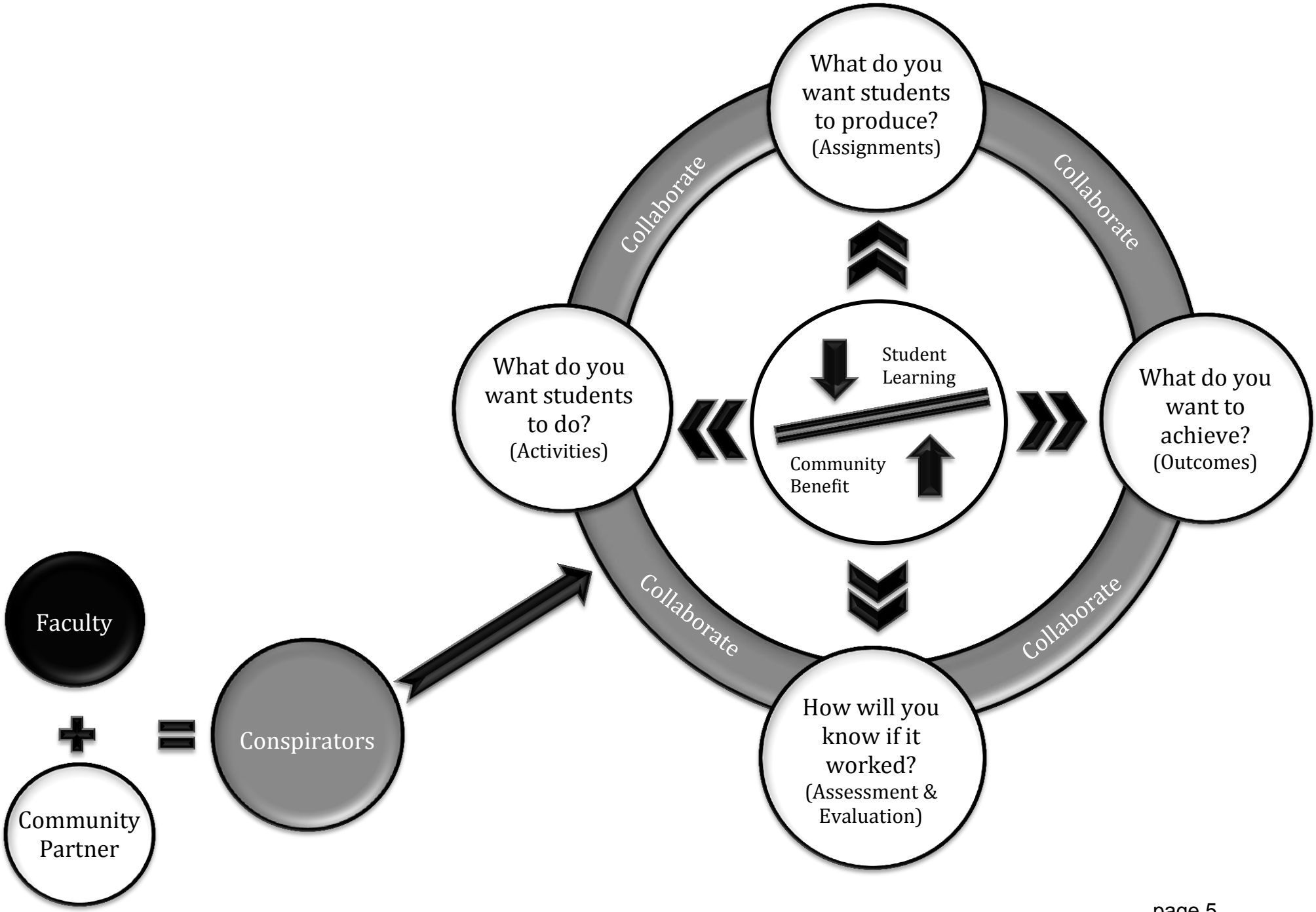


Instructional Design Elements for Community-Based Learning

	Instructor	Community-based organization	Student
Preparation	• Well articulated instructional rationale • Clear outcomes, grading rubrics • Establish timeline and guidelines, project elements • Establish contact with university community-based learning administrators/ staff • Perform due diligence	• Identify needs • Clearly defined scope of service/deliverables • Assign a supervisor • Determine scope and duration of activities	• Attend orientation to community-based learning • Introduction to community or neighborhood • Safety considerations, training, BCI checks
Insertion	• Monitor progress • Coordinate with university community-based learning administrators/staff • Provide reflection/ observation prompts • Class discussion	• Welcome/orient student(s) • Supervise students performance • Communication with instructor or college contact	• Guidelines for selecting appropriate activity • Documenting service activities • Communication with instructor or university contact
Learning	• Project/assignment review • Rubrics for grading assignment	• Discuss students' performance and observations • Complete performance review forms, if requested	• Complete reflective/ analysis assignments • Debrief on insertion experience
Assessment	• Participant/community satisfaction • Participant/community impacts • Learning outcomes • Share student observations or reports with university community-based learning administrators/staff	• Participate in course evaluation process • Receive results of research, reflection on insertion experience	• Share results of research, project assessment, reflection on insertion experience, learning process


Community Outreach
Community Immersion
Community-Engaged Research
Community-Based Instruction
Community-Based Apprenticeship

Gateways of Community-Based Transformational Learning

Domain	Key Indicators	Examples
Community Outreach	• Engages the community or a community mediating organization as a bridge to community members or groups, or in support of community initiatives	Volunteering, Philanthropy, Community Service**s** (e.g. , summer camps, health fairs, departmental outreach initiatives) public performances in underserved locations, little sibs day, etc.
Community-Based Apprenticeship	• Embeds the student for an extended period of time into work-like environments for the purpose of practicing work related skills and development of a professional dispositions. • Frequently required for professional certification or licensure.	Performance or competency-based internships, field placements, supervised practicum models, job coaching, and mentoring
Community Immersion	• Embeds students in short-term experiences (generally over a weekend, several weeks, or a semester) • Activities can be local as well as national or global. • Activities can be co-curricular or integrated into a course.	Urban "plunge," alternative breaks, study abroad
Community-Based Instruction	• Embeds the student into the community or community mediating organizational contexts to expose or deepen student's experiences with groups or social systems, generally with salient needs. These experiences enrich the student's understanding of broad themes such as wellness, poverty, privilege, cultural competence • Embeds the student into the community or with a community mediating organization or group where student(s) have a specific task or set of tasks to accomplish. As a performance-based model, the service deliverables and the execution of the organization and/or management of the deliverables is part of the students' learning assessment • Activities can be co-curricular or integrated into a course	Service-learning (both thematic and project), civic engagement projects, capstone projects, public awareness/education activities
Community-Based Research	• A collaborative enterprise between academic researchers (professors and students) and community members • Validates multiple sources of knowledge (e.g., both discipline and contextual) • Promotes the multiple methods of discovery and dissemination of the knowledge produced • Has as its goal social action and social change (Strand, Kerry, Sam Marullo, Nick Cutforth, Randy Stoecker, Patrick Donohue, Community-Based Research and Higher Education. San Francisco: Jossey-Bass, 2003.)	Popular education, action research, participatory research

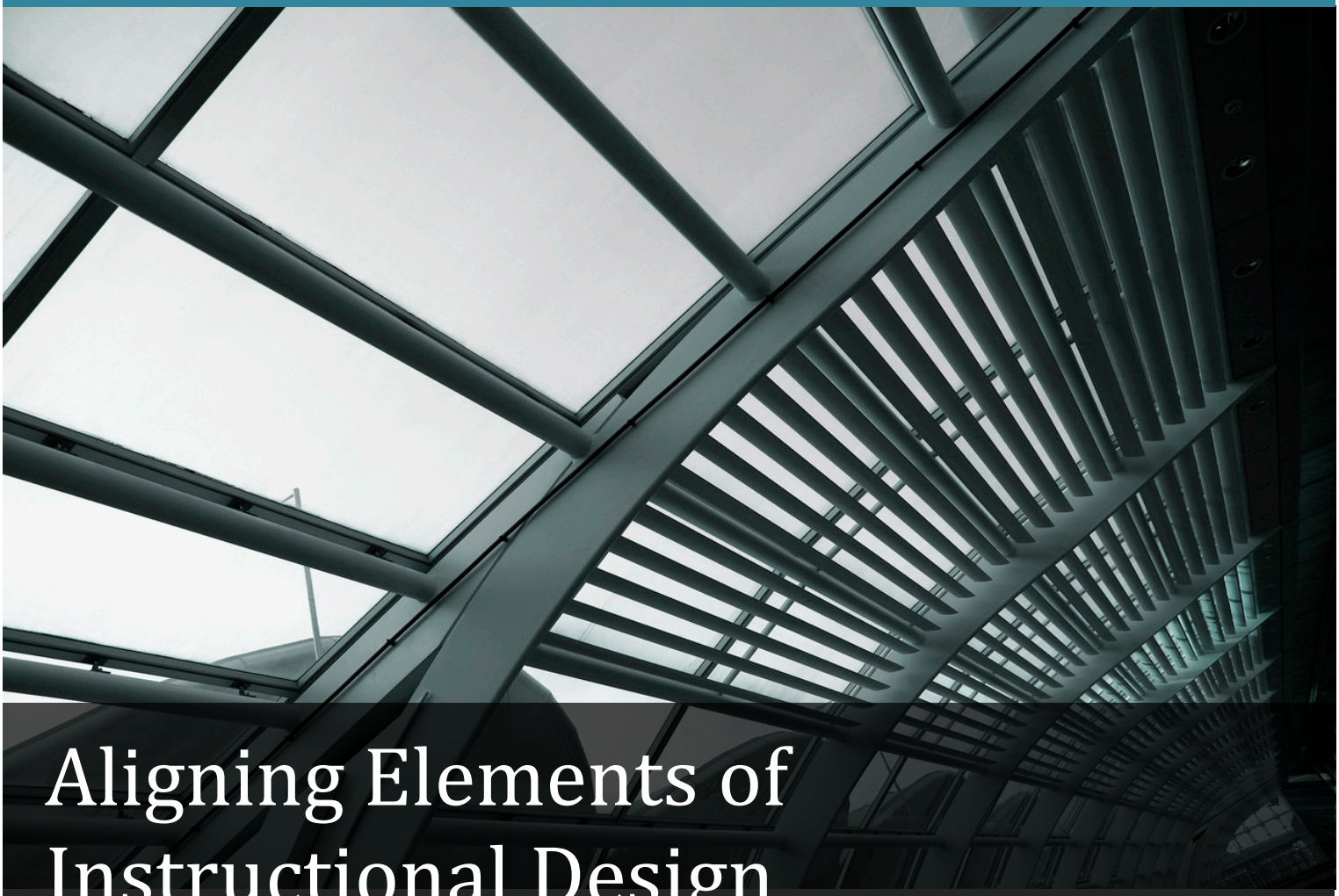
Dimensions of Community-Based Transformational Learning by Course/Activity Level

Community-based transformational learning refers to intentionally designed, coordinated, and executed learning experiences in community-based settings that enhance participants' academic learning, contribute to their personal growth, and increases their civic engagement while concurrently benefiting the community or communities in which those activities are embedded.

Table: Dimensions and Levels of Community-Based Transformational Learning

Description of best practices by level

Dimension	Introductory Level	Intermediate Level	Advance Level
Best Use or Gateway	• Community Outreach, Community-Based Immersion	• Community-Based Immersion, Community-Based Instruction	• Community-Based Apprenticeship/ Internships, Community-Based Research
Course/Activity Type	• Lead in or gateway courses/ activities such as first year experience, introductory level, courses with field trip/excursion activities, outreach activities	• Higher level or bridge courses/activities with more intensive community-based projects or activities such as service-learning or community-embedded collaborative projects	• Courses/activities with higher level content or practice requirements such as capstone experience, internship, summer placements
Level of Student Readiness	• Students with novice level abilities and knowledge in their respective disciplinary tradition • Students with limited or no previous engagement in community-based settings • First years/Sophomores	• Students with emerging disciplinary proficiency • Students with limited, previous engagement in community-based settings • Sophomores/Juniors	• Students with growing proficiency in the content and skills of the discipline • Students with previous engagement in community-based settings • Juniors/Seniors
Amount of Pre-Engagement Preparation	• Periodic, occasional Instructor led orientation/introduction • Instructor/Staff has occasional, direct or indirect contact with CCBL and host site coordinator	• Ongoing, recurring Instructor and/or Community Partner led orientation/introduction/conversation • Instructor/Staff has periodic, direct contact with CCBL and host site coordinator	• Ongoing, recurring Instructor and/or Community Partner led orientation/introduction/conversation • Instructor/Staff has direct, ongoing contact with host site coordinator who shares some supervisory responsibilities
Type and Duration of Engagement	• One time to occasionally brief forms of indirect or direct engagement • Often <15 hours of time in the community • One time and/or minimal contact with beneficiaries of work	• Recurring and more extended periods of direct engagement • Often 15-30 hours of time in the community • Regular contact with beneficiaries of work	• Sustained periods of direct engagement • Often 30+ hours of time in the community • Extensive and Frequent contact with beneficiaries of work
Typical Critical Reflection Uses/ Strategies	• One time or minimal opportunity for reflection both in and out of classroom/activity • At least 1 reflection strategy is utilized (written, multi-media, and/or discussion) • Common strategies: Reflection essay, Case Studies, Simulations, Role Playing, informal discussions, formal group discussions, reflective discussions with the community.	• Regular, "weekly" reflection opportunities offered both in and out of classroom/activity • Multiple reflection strategies utilized (written or multi-media, ongoing and summative, and discussion) • Common strategies: Articulated Learning, Critical Incident Analysis, Journals and Logs (group and personal), Reflection essay, Case Studies, Integrative Papers, Presentations (i.e. Program Development), informal/formal group discussions, facilitating a class, reflective discussions with the community, Reading journals aloud, reflective artifacts (audio, video, written).	• Regular, extensive reflection opportunities offered both in and out of classroom/activity • Several reflection strategies utilized (written, multi-media, ongoing and summative, and discussion) • Common strategies: Articulated Learning, Critical Incident Analysis, Journals and Logs, Self-evaluation essay, Reflection essay, Case Studies, Integrative Papers, Presentations (i.e. Program Development), informal/formal group discussions, facilitating a class, reflective interview, organizational analysis, critical questions), reflective artifacts (audio, video, written).



Aligning Elements of Instructional Design

Part Two

Defining Course Outcomes

Goals:

- To revise course outcomes with language that is clear to students and appropriate given the course level (e.g., 1000 vs. 4000 level)
- To evaluate existing outcomes relative to Bloom's Taxonomy
- To distinguish between cognitive and affective outcomes

Topics:

- What is important to you? Identify outcomes that can be achieved and measured effectively.
- Are outcome statements aligned with what is most important?
- How many outcome statements are enough? How many are too many?
- Are students able to understand outcome statements?

List of Handouts:

- Bloom's Taxonomy: Cognitive Domain
- Bloom's Taxonomy Wheel
- Krathwohl's Taxonomy of Affective Domain
- Define Your Course Learning Outcomes
- Revise Your Course Learning Outcomes

List of Additional Resources/References:

- A Revision of Bloom's Taxonomy: An Overview (Krathwohl)

Bloom's Taxonomy: Cognitive Domain

Category	Example and Key Words (verbs)
Knowledge: Recall data or information.	**Examples**: Recite a policy. Quote prices from memory to a customer. Knows the safety rules. **Key Words**: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.
Comprehension: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.	**Examples**: Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet. **Key Words**: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.
Application: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.	**Examples**: Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test. **Key Words**: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.
Analysis: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.	**Examples**: Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training. **Key Words**: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.

Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.	**Examples**: Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome. **Key Words**: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.
Evaluation: Make judgments about the value of ideas or materials.	**Examples**: Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget. **Key Words**: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.

Bloom's Taxonomy Wheel

Cognitive Level

Outcome Verbs

Example Assignments

Krathwohl's Taxonomy of Affective Domain

Receiving is being aware of or sensitive to the existence of certain ideas, material, or phenomena and being willing to tolerate them.

> Examples include: to differentiate, to accept, to listen (for), to respond to.

Responding is committed in some small measure to the ideas, materials, or phenomena involved by actively responding to them.

> Examples are: to comply with, to follow, to commend, to volunteer, to spend leisure time in, to acclaim.

Valuing is willing to be perceived by others as valuing certain ideas, materials, or phenomena.

> Examples include: to increase measured proficiency in, to relinquish, to subsidize, to support, to debate.

Organization is to relate the value to those already held and bring it into a harmonious and internally consistent philosophy.

> Examples are: to discuss, to theorize, to formulate, to balance, to examine.

Characterization by value or value set is to act consistently in accordance with the values he or she has internalized.

> Examples include: to revise, to require, to be rated high in the value, to avoid, to resist, to manage, to resolve.

Define Your Course or Program Learning Outcomes

Write down one or two course or Program learning outcomes for the course you are redesigning. For each outcome, indicate the level according to Bloom's or Krathwohl's Taxonomy.

Learning Outcome	Taxonomy Level
1.	
2.	

Revise Your Course Learning Outcomes

Explain your objective to your partners in your group. Help your partners **refine** their objectives based on the following questions:

- Is the statement of the outcome clear and concise, having sufficient detail yet not having too much (is it too specific)?
- Would students understand the wording of this outcome within the context of the course?
- Is the Taxonomy Level clear and appropriate for the level of the student (i.e., freshman, sophomore, junior, senior)?
- Are the outcomes stated in measureable student behaviors?
- Is this a cognitive, affective, or skills-related outcome?

Learning Outcomes in Community-Based Settings

Goals:

- To develop a framework for developing student learning outcomes that are connected to community-based learning experience
- To develop at least one learning outcome tied to community-based learning experience
- To reflect on the added value of community-based learning in terms of student learning outcomes

Topics:

- What is important to you? Identifying outcomes that can be achieved and measured more effectively because of community-based experience.
- How do learning outcomes related to community-based settings look in your disciplines? (discussion)
- Revising outcomes for learning in community-based settings. (Work on outcomes and receive feedback from group).

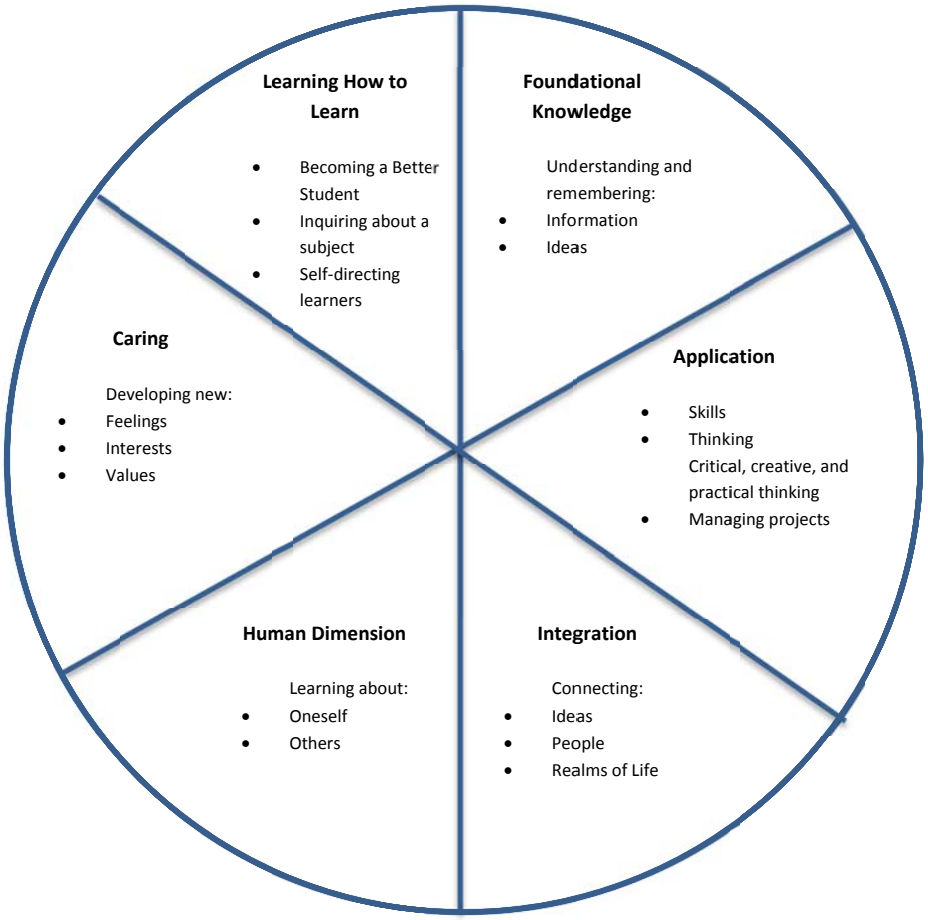
List of Handouts:

- Taxonomy of Significant Learning
- CBL Outcome Worksheet

List of Additional Resources/References:

- Bloom's Taxonomy and Outcome Development Worksheet (previous session)
- Liberal Education and America's Promise (LEAP) – Essential Learning Outcomes

Taxonomy of Significant Learning



Fink, L.D. (2003). Creating Significant Learning Experiences: An integrated approach to designing college courses. San Francisco, CA: John Wiley & Sons, Inc.

Major Categories Each category of significant learning contains several more specific kinds of learning that are related in some way and have a distinct value for the learner.	**Major Educational Goals Related to the Categories**
Foundational Knowledge. At the base of most other kinds of learning is the need for students to know something. *Knowing*, as used here, refers to students' ability to understand and remember specific information and ideas. It is important for people today to have some valid basic knowledge, for example, about science, history, literature, geography, and other aspects of their world. They also need to understand major ideas or perspectives, for examples, what evolution is (and what it is not), what capitalism is (and is not), and so forth. *Special value:* Foundational knowledge provides the *basic understanding* that is necessary for other kinds of learning.	*Conceptual understanding:* Developing a full understanding of the concepts associated with a subject to a degree that allows explanations, predictions, and so on.
Application. Besides picking up facts and ideas, students often learn how to engage in some new kind of action, which may be intellectual, physical, or social. Learning how to engage in various kinds of thinking (critical, creative, practical) is an important form of application learning. But this category of significant learning also includes developing certain skills (such as communication or playing the piano) or learning how to manage complex projects. *Special value:* Application learning allows other kinds of learning to become *useful.*	*Critical thinking:* Analyzing and critiquing issues and situations *Practical thinking:* Developing problem-solving and decision-making capabilities *Creativity:* Creating new ideas, products, and perspectives *Managing complex projects:* Being able to coordinate and sequences multiple tasks in a single project *Performance skills:* Developing capabilities in such areas as foreign language, communication, operating technology, performing in the fine arts, sports
Integration. When students are able to see and understand the connections between different things, and important kind of learning has occurred. Sometimes they make connections between specific ideas, between whole realms of ideas, between people, or between different realms of life (say, between school and work or between school and leisure life). *Special value:* The act of making new connections gives learners a new form of *power,* especially intellectual power.	*Interdisciplinary learning:* Connecting different disciplines and perspectives *Learning communities:* Connecting different people *Learning and living/working:* Connecting different realms of life
Human Dimension. When students learn something important about themselves or about other, it enables them to function and interact more effectively. They discover the personal and social implications of what they have learned. What they learn or the way in which they learn sometimes gives students a new understanding of themselves (self-image) or a new vision of what they want to become (self-ideal). At other times, they acquire a better understanding of others: how and why others act the way they do, or how the learner can interact more effectively with others. *Special value:* This kind of learning informs students about *the human significance* of what they are learning.	*Leadership:* Learning how to be an effective leader *Ethics, character building:* Developing character and living by ethical principles *Self-authorship:* Learning how to create and take responsibility for one's own life *Multicultural education:* Becoming culturally sensitive in one's interactions with others *Working as a member of a team:* Knowing how to contribute to a team *Citizenship:* Being a responsible citizen of one's local community, nation state, and other political entity *Serving others (local, national, world):* Contributing to the well-being of others at multiple levels of society *Environmental ethics:* Having ethical principles in relation to the nonhuman world
Caring. Sometimes a learning experience changes the degree to which students care about something. This may be reflected in the form of new feelings, interests, or values. Any of these changes means students now care about something to a greater degree than they did before, or in a different way. *Special value:* When students care about something, they then have the *energy* they need for learning more about it and making it a part of their lives. Without the energy for learning, nothing significant happens.	*Wanting to be a good student:* Wanting to have a high GPA or be an honors student *Becoming excited about a particular activity or subject:* For example, developing a keen interest in bird watching, reading history, or listening to music *Developing a commitment to live right:* For example, deciding to learn and follow Covey's seven habits of highly effective people.
Learning How to Learn. In the course of their studies, students can also learn something about the process of learning itself. They may be learning how to be a better student, how to engage in a particular kind of inquiry (such as the scientific method), or how to become a self-directing learner. All these constitute important forms of learning how to learn. *Special value:* This kind of learning enables students to *continue* learning in the future and to do so with *greater effectiveness.*	*How to be a better student:* Learning how to engage in self-regulated learning or deep learning *How to inquire and construct knowledge:* Learning how to engage in the scientific method, historical method, and other forms of inquiry. *How to pursue self-directed or intentional learning:* Developing a learning agenda and plan; becoming an intentional learner; becoming skilled in autodidaxy (the ability to direct one's own learning and life); being a reflective practitioner

Fink, L.D. (2003). Creating Significant Learning Experiences: An integrated approach to designing college courses. San Francisco, CA: John Wiley & Sons, Inc.

Define Your Learning Outcomes in Community-Based Settings

Thinking about the learning that can be demonstrated in community-based settings**, write down** one or two course learning outcomes for the course you are redesigning. For each outcome, indicate the level according to the Taxonomy of your choice.

Learning Outcome	Taxonomy Level
1. Students relate general principles of human behavior to community-based examples	Bloom's - Comprehension
2. By the end of this course, students will be able to **identify and respond to** the challenges faced by others who are different from them (ex-offenders).	Fink's - Human Dimension, serving others

Define Your Course or Program Learning Outcomes in Community-Based Settings

Thinking about the learning that can be demonstrated in community-based settings**, write down** one or two learning outcomes for the course or program you are redesigning. For each outcome, indicate the level according to the Taxonomy of your choosing.

Learning Outcome	Taxonomy Level
1.	
2.	

Revise Your Course Learning Outcomes

Explain your objective to your partners in your group. Help your partners **refine** their objectives based on the following questions:

- Is the statement of the outcome clear and concise, having sufficient detail yet not having too much (is it too specific)?
- Would students understand the wording of this outcome within the context of the course?
- Is the Taxonomy Level clear and appropriate for the level of the student (i.e., freshman, sophomore, junior, senior)?
- Are the outcomes stated in measureable student behaviors?
- Is this a cognitive, affective, or skills-related outcome?
- How do these outcomes differ from other course outcomes you have? (Look at previous outcome worksheet).

Assessment in Community-Based Settings

Goals:

- To define authentic assessment and identify opportunities for this type of assessment in community-based settings
- To identify the role of reflection in helping students achieve student learning outcomes
- To identify the value and practical use of rubrics to quickly assess student learning

Topics:

- What is authentic assessment? Why does it matter?
- How is critical reflection different from open reflection? What type of learning does critical reflection demonstrate?
- How can I assess student reflection?
- How can rubrics be valuable in saving time and in determining acceptable evidence of student learning?
- What changes do I need to make to my current assignments and assessments to determine students have learned what I hoped they would learn?

List of Handouts:

- Open vs. Critical Reflection Examples
- Critical Reflection Rubric
- Sample CBTL Reflection Prompts
- Ethical Reasoning VALUE Rubric

List of Additional Resources/References:

- A Five-Dimensional Framework for Authentic Assessment (Gulikers)
- The Articulated Learning: An Approach to Guided Reflection and Assessment (Sarah L. Ash and Patti H. Clayton)
- VALUE Rubrics: www.aacu.org/value/rubrics/
- http://rubistar.4teachers.org/

Open vs. Critical Reflection Examples

Students in a Death & Dying course are working with a local non-profit that serves the aging community by visiting with the elderly clients of the organization to create "legacy projects." These projects have students working with the community member to put together projects like stories, interviews, scrapbooks, or shadow boxes that tell the life story and prove meaningful to the community member.

Reflection Prompt 1:
How is your Service-Learning experience impacting you? What are you learning from volunteering with a local non-profit?

I feel like what I'm studying is relevant because there are real community partners working with us. The experience of talking to an elderly person has allowed me to see that what we're reading about in Elisabeth Kubler Ross' book is real. My legacy partner, Bob, is suffering from a terminal illness and I can definitely see how he is moving through the stages of grief mentioned in the book.

I've had a few "Aha!" moments during my time spent with Bob that have changed my view on things. This project has even helped me grow emotionally and academically. Bob has taught me a lot about life and what it's like to have regrets.

Reflection Prompt 2:
Think about your Service-Learning experience. What, if any, ethical issues or dilemmas did you encounter during your experience with the community? How are you resolving or addressing these ethical concerns?

Throughout the time I've spent with Sam we've talked a lot about life. I started out by asking him about his family and hobbies. During our second meeting we talked more about his younger years. I asked him what life advice he would give someone my age. That question really helped us relate to one another better and he opened up more so that we could put together a scrapbook for his grandkids (who are close to my age). We had a lot of fun, and I know it sounds cliché, but the experience really opened my eyes.

A comment that Sam made during one of these conversations really struck me. He said that he would tell his 19 year-old self not to worry so much about what other people think and to accept where you are in life. He has reached a point in his life where he is no longer able to get around without the help of a wheelchair. He has a caretaker assist him in ways that the general society might deem humiliating. When he began to speak of his handicap he mentioned that he's tired of feeling helpless. Yet the way in which he said it was not depressing, it was said in a way that showed contentment. He doesn't feel the need to try rehabilitation or volunteer for an experimental treatment. He's content with his realization that he's nearing the end of his life. He even mentioned at a later date, that when the time comes, he doesn't want to be placed on a ventilator or feeding tube.

This realization made me think about quality of life and end of life care. I used to view it as unethical for a family member to "pull the plug" or for a doctor not to offer certain care. I thought that we should always preserve life. However, Sam has made me realize that sometimes it's OK to let go and that maybe there are other ways of preserving life. He is able to let go and be at peace with his life in a way that I've never seen before. Also, he has suffered a lot in his life and there shouldn't be a need to prolong it by keeping him on oxygen. His wife passed away three years ago and he speaks of going to see her a lot. I want that for him and I want him to do it with dignity. To answer the last question above, I guess my resolution of the dilemma has been to change my whole viewpoint on the topic! Perhaps Sam's advice has helped a lot and I'm just learning to accept.

Critical Reflection Rubric

	Capstone 4	Milestones 3	 2	Benchmark 1
Connections to Experience *Connects relevant experience and academic knowledge*	Meaningfully **synthesizes** connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to **deepen understanding** of fields of study and to broaden own points of view.	Effectively **selects and develops** examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to **illuminate** concepts/theories/frameworks of fields of study.	**Compares** life experiences and academic knowledge to infer differences, as well as similarities, and **acknowledge perspectives** other than own.	**Identifies** connections between life experiences and those academic texts and ideas **perceived as similar and related** to own interests.
Connections to Discipline *Sees (makes) connections across disciplines, perspectives*	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer *Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations*	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations **to solve difficult problems or explore complex issues in original ways.**	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations **to solve problems or explore issues.**	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation **to contribute to understanding of problems or issues.**	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation **in a new situation.**
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

(Adapted from Integrative Learning and Critical Thinking AACU Value Rubrics)

Sample Reflection Prompts

Intercultural COMPETENCE

- Thinking about your interaction and relationship with others during your assignment, which were important to you? Did you have to negotiate cultural differences between you and others? If so, how did you manage this aspect of the relationship?

- How did you initiate interaction with the community partner and/or the partner's clients while working on this project? What insight did you take away from this interaction? How did this inform your project and influence your final product?

Ethical CHARACTER

- Considering your community-based learning experience, what if any ethical dilemmas or issues did you encounter? How did these issues impact or align with your own core beliefs?

- How do the ethical practices of your discipline align (or not) with the core beliefs of the community you are working with? What obligations and responsibilities do you have as an individual working with the community partner and how are these claims to be weighed against your other obligations and responsibilities?

Effective CITIZENSHIP

- Given your community-based learning experience, what connections do you make between your chosen field/discipline and its role in the larger society?

- Reflect on your own attitudes and beliefs. How do they differ, if at all, from the attitudes and beliefs of the community you worked with? What challenges and opportunities did this diversity of perspectives present during your project?

Integrated CONNECTIONS

- Aside from the knowledge and skills you developed in this course, what other experience did you draw upon to successfully work with and complete the project for your community partner?

- How did this experience impact your learning? What, if any, complications or successes changed the way you engaged in the course material or field of study?

****Focused on UNF's Four Community-Based Transformational Learning Outcomes.*

ETHICAL REASONING VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Framing Language

This rubric is intended to help faculty evaluate work samples and collections of work that demonstrate student learning about ethics. Although the goal of a liberal education should be to help students turn what they've learned in the classroom into action, pragmatically it would be difficult, if not impossible, to judge whether or not students would act ethically when faced with real ethical situations. What can be evaluated using a rubric is whether students have the intellectual tools to make ethical choices.

The rubric focuses on five elements: Ethical Self Awareness, Ethical Issue Recognition, Understanding Different Ethical Perspectives/Concepts, Application of Ethical Principles, and Evaluation of Different Ethical Perspectives/Concepts. Students' Ethical Self Identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues. Presumably, they will choose ethical actions when faced with ethical issues.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Core Beliefs: Those fundamental principles that consciously or unconsciously influence one's ethical conduct and ethical thinking. Even when unacknowledged, core beliefs shape one's responses. Core beliefs can reflect one's environment, religion, culture or training. A person may or may not choose to act on their core beliefs.
- Ethical Perspectives/concepts: The different theoretical means through which ethical issues are analyzed, such as ethical theories (e.g., utilitarian, natural law, virtue) or ethical concepts (e.g., rights, justice, duty).
- Complex, multi-layered (gray) context: The sub-parts or situational conditions of a scenario that bring two or more ethical dilemmas (issues) into the mix/problem/context/for student's identification.
- Cross-relationships among the issues: Obvious or subtle connections between/among the sub-parts or situational conditions of the issues present in a scenario (e.g., relationship of production of corn as part of climate change issue).

ETHICAL REASONING VALUE RUBRIC

for more information, please contact value@aacu.org

Association of American Colleges and Universities

Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	**Milestones**		**Benchmark**
	4	3	2	1
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/Concepts	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).
Evaluation of Different Ethical Perspectives/Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.

Creating Assessments and Assignments

Goals:

- To revise assignments to include authentic, community-based settings and to include associated rubric assessments
- To identify opportunities to use rubrics to quickly assess student learning

Topics:

- How can assessment be accomplished efficiently?
- What is the difference between assessment and grading?
- How can I use reflection to support community-based assignments?
- How can rubrics be valuable in saving time and in determining acceptable evidence of student learning?
- What changes do I need to make to my current assignments and assessments to determine students have learned what I find most important?

List of Handouts:

- Creating Assessments Worksheet
- Assignment Feedback Worksheet
- Assessment/Assignment Worksheet Example

Assessment/Assignment Planning Worksheet

Student/Participant Learning Outcome:

Briefly Describe the Assignment associated with this Outcome (describe the student/participant product that will be evaluated):

List the attributes that describe the essential components of successful student performance. For each attribute, indicate levels of performance (Unacceptable, Acceptable, and Exceptional) that primarily would be observed given the assignment and student product identified above.

Attribute:	Unacceptable	Acceptable	Exceptional
1.			
2.			
3.			

Briefly describe the process of evaluation for this assignment (who will do what with what) and how feedback will be provided to students/particpants.

Briefly describe how reflection will be used to support this assignment.

Feedback on Assignments/Assessments

What did you like about the Assignment/Assessment?

What are some elements you believe could be improved?

Attributes	Exceptional	Acceptable	Needs Improvement
Alignment with Student Learning Outcomes – the details of the assignment allow demonstration of the desired student learning outcome	Both the essential elements and the secondary elements of the assignment match with the essential elements of the student learning outcome. The secondary elements support the demonstration of the essential element.	It is clear from the description of the assignment that the primary activity of the assignment matches the language and level of performance expressed in the student learning outcome	The language of the assignment does not match the language or level of performance in the learning outcome, or the connection between the outcome and the assignment is tangential or unclear.
Alignment with Community Partner Outcomes – the details of the assignment support the needs and desired outcomes of community partners	The details of the assignment fit directly into the typical functions of the community agency. The details produce mutual and reciprocal benefits for the students and the Community Partner.	The details of the assignment reflect a consideration of the Community Partner needs and desired outcomes. Community Partners are involved in the assignment as co-educators.	The Community Partner outcomes are not considered, or the details planned are not connected to or responsive to Community Partner needs.
Appropriate Level – the details of the assignment are structured in ways that are appropriate for the course level and abilities of the students	Both supportive elements of the activity as well as frequent formative assessment are used to help students track their progress over time toward a challenging goal.	The details of the assignment are consistent with student preparation and details are planned such that student performance is expected to increase over time.	The details of the assignment are either at a much higher level than the developmental level of the students or the activities do not sufficiently challenge students.
Scaffolding and Reflection – the assignment provides clear structure that includes opportunities for deep reflection on the assignment	Reflection assignments address critical elements of the assignment and help students connect assignment details to course learning outcomes.	The organization of the assignment details reflects a purposeful, step-by-step process with reflection at each stage of performance.	The students have no sense of the purpose of the assignment and have no opportunity to critically reflect on their performance.

Additional Comments:

Assessment/Assignment Planning Worksheet

Student/Participant Learning Outcome:

Briefly Describe the Assignment associated with this Outcome (describe the student product that will be evaluated):

List the attributes that describe the essential components of successful student performance. For each attribute, indicate levels of performance (Unacceptable, Acceptable, and Exceptional) that primarily would be observed given the assignment and student product identified above.

Attribute:	Unacceptable	Acceptable	Exceptional
1.			
2.			
3.			

Briefly describe the process of evaluation for this assignment (who will do what with what) and how feedback will be provided to students/participants.

Briefly describe how reflection will be used to support this assignment.

Feedback on Assignments/Assessments

What did you like about the Assignment/Assessment?

What are some elements you believe could be improved?

Attributes	Exceptional	Acceptable	Needs Improvement
Alignment with Student Learning Outcomes – the details of the assignment allow demonstration of the desired student learning outcome	Both the essential elements and the secondary elements of the assignment match with the essential elements of the student learning outcome. The secondary elements support the demonstration of the essential element.	It is clear from the description of the assignment that the primary activity of the assignment matches the language and level of performance expressed in the student learning outcome	The language of the assignment does not match the language or level of performance in the learning outcome, or the connection between the outcome and the assignment is tangential or unclear.
Alignment with Community Partner Outcomes – the details of the assignment support the needs and desired outcomes of community partners	The details of the assignment fit directly into the typical functions of the community agency. The details produce mutual and reciprocal benefits for the students and the Community Partner.	The details of the assignment reflect a consideration of the Community Partner needs and desired outcomes. Community Partners are involved in the assignment as co-educators.	The Community Partner outcomes are not considered, or the details planned are not connected to or responsive to Community Partner needs.
Appropriate Level – the details of the assignment are structured in ways that are appropriate for the course level and abilities of the students	Both supportive elements of the activity as well as frequent formative assessment are used to help students track their progress over time toward a challenging goal.	The details of the assignment are consistent with student preparation and details are planned such that student performance is expected to increase over time.	The details of the assignment are either at a much higher level than the developmental level of the students or the activities do not sufficiently challenge students.
Scaffolding and Reflection – the assignment provides clear structure that includes opportunities for deep reflection on the assignment	Reflection assignments address critical elements of the assignment and help students connect assignment details to course learning outcomes.	The organization of the assignment details reflects a purposeful, step-by-step process with reflection at each stage of performance.	The students have no sense of the purpose of the assignment and have no opportunity to critically reflect on their performance.

Additional Comments:

Planning Activities with the Community

Goals:

- To discover the benefits of various forms of active learning and levels of engagement with the community
- To connect learning activities with assessments and assignments in supportive ways
- To use elements of student learning to develop engaging and enriching community-based activities that support student learning outcomes

Topics:

- What's an appropriate level of engagement with the community?
- Activities in the community vs. with the community. Does it matter?
- Developing a course activity. How does it fit into the whole of the course?
- Evaluating course activities. Are expectations realistic? Is there benefit for all parties?

List of Handouts:

- Community Relationship Matrix
- Points of Difference
- Dimensions of Community-Based Learning By Level
- Activity Planning Worksheet
- Activity Planning Worksheet Example
- Activity Evaluation Form

List of Additional Resources/References:

- CBTL Gateways Handout
- Principles of Partnership
- Differentiating and Assessing Relationships in Service-Learning and Civic Engagement: Exploitative, Transactional, or Transformational (Clayton, Bringle et al)

From Community as Object to Community-Engaged: It's a Developmental Process

Relational Level	Transformational	Transitional	Transactional	Exploitive
Dimension	Accomplished	⇐ Developing	⇐ Beginning	⇐ Needs Work
Outcomes/benefits	Both parties benefit equally and both grow, the relationship grows, and the systems (i.e., organizations) that we are a part of become more capable because of the relationship.	Both parties benefit equally from the working relationship.	One part benefits much more than the other, although not at a significant cost to either party.	One party benefits, but at a cost to the other.
Goals and understanding	We have common goals; that is, parties have mutual understanding regarding goals, needs and roles.	Our goals converge at some points; that is, there is good understand about the basic goals, needs and roles.	Generally our goals are not connected, but are not at odd; that is, there is some understanding between parties regarding goals, needs and roles.	Generally our goals are at odds. There is no common understanding between parties regarding goals, needs and roles for developing or implementing this activity.
Decision-making	Decisions about this project are made collaboratively and are generally reached through a consensus process that reflects our shared commitment to our shared goals. Both parties routinely invite and encourage each other to express their needs, goals and roles related to this activity and to routinely discuss each other's performance.	Decisions about this project are made in consultation with the other party. Both parties frequently invite or encourage each other to express their needs, goals and roles related to this activity and occasionally discuss each other's performance.	Decisions about this project are made in isolation and with some consideration of the other party. Each party rarely invites or encourages the other to express their needs, goals and roles or discuss each other's performance.	Decisions about the project are made in isolation and without consideration of the other party. Each party does not invite or encourage the other to express their needs, goals and roles let alone discuss each other's performance.
Resources	Both of us have contributed significant resources to the work.	Both of us contribute some resources to the work.	One of us has contributed more resources than the other, but the other has contributed some resources.	One of us has contributed most or all of the resources to the work, and the other has contributed very little or no resources.
Conflict management	We would both deal with the conflict openly, with the shared expectation of resolving the issue.	We would both deal with the conflict, but it would be uncomfortable for us.	One of us would attempt to deal with the conflict while the other would avoid it.	Both of us would actively avoid dealing with the conflict.

Identity	The relationship has helped both of us to do our work, define "who I am" for both of us, and enhanced the ability of both of us to contribute in significant ways through our work.	The relationship has helped both parties to do our work.	The relationship has helped one of us to do our work, but has little impact on the other's work.	The relationship has hindered work for at least one of us.
Power	Power is equally shared in this relationship.	One party has somewhat more power than the other.	One party has most of the power, and the other has very little power.	One party has all the power, and the other party has no power.
What matters	What both of us get, the extent to which both of us grows, and the capacity of our partnership to nurture growth/fulfill mission matters. We conduct regular activity evaluation and agree on continuous improvement steps.	What both of us get and the extent to which the relationship grows matters. We implement informal or formal evaluation of the activity that we share.	What one of us gets from this relationship matters and one of us conducts informal activity evaluation which is not shared with the other.	Nothing of significance to either of us really matters so neither of us shares activity evaluative information.
Satisfaction & change	Both parties are satisfied and report implementing changes, perceive that the change is for the better.	Both parties are satisfied and one party believes they have been changed for the better.	Both of us are satisfied, but neither party is changed for the better or worse.	One party is dissatisfied and one party, if not both, have been changed for the worse.

Adapted from:

Patti H. Clayton, Robert G. Bringle, Bryanne Senor, Jenny Huq, and Mary Morrison, "Differentiating and Assessing Relationships in Service-Learning and Civic Engagement: Exploitative, Transactional, or Transformational. *Michigan Journal of Service Learning*. (Spring 2010): 5-22. And Kevin Kecskes, "Creating Community-Engaged Departments: Self-Assessment Rubric for the Institutionalization of Community Engagement in Academic Departments. http://pdx.edu/sites/www.pdx.edu.cae/files/Engaged%20Department%20RUBRIC%20-%20Kecskes%202009-paginated.pdf.

Points of Difference
University / Community

	University	Community Organization
Focus	The process, the learning that is involved in the project, the acquisition of knowledge and skills	The product: trees planted, houses built, meals prepared, students tutored, clients served
Rationale for Engaging in Community-Based Learning (CBL)	CBL is an effective strategy to educate students and teach civic responsibility	CBL is an opportunity to involve youth volunteers and meet community needs
Project Planning and Leadership	Students often assume the roles of planning and leading a project; students are often the point people for communicating with the community organization	Organizations generally follow a template, based on prior experiences with managing volunteers to meet the organization's goals
Project Scheduling	CBL experiences generally coordinate to class schedules; ideally a project takes place during the school day or on a weekend	Projects are scheduled based either on the needs of the constituency served or on the availability of adult volunteers
Transportation to Project Sites	Universities need to consider the configuration, liability and scheduling of transportation to and from a project site	Organizations usually does not assume responsibility or liability for transporting people to and from a project site
Measure of Success	Success is measured by whether or not students meet academic benchmarks and standards	Success of a project is determined by the completion or provision of service, as determined by the task
Evaluation of Project	Universities evaluate the project based on feedback during the ongoing student reflection process; the project is part of a continuum	Organizations evaluate success of a project based on concrete, quantifiable results

Adapted from: Abravenel, Susan A. (2003). *Building Community Through Service-Learning: The Role of the Community Partner*.

ACTIVITY PLANNING WORKSHEET:

Learning Outcome	Assessment/Assignment	In-Class Content/Process	Out of Class Content/ Process	Community-based Content/Process
By the end of this course, students will be able to respond to the challenges faced by others who are different from them (ex-offenders).	**Connections to Experience Rubric /Simulation Reflection Assignment** **Civic Action and Reflection Rubric /Outreach Project Proposal**	**Presentation by Community Partner on Agency Services and Challenges**	**Reflection on Ex-Offender/ Returning Citizen Simulation**	**Visit to Community Agency, Tour of Facilities**

ACTIVITY PLANNING WORKSHEET:

Learning Outcome	Assessment/Assignment	In-Class Content/Process	Out of Class Content/ Process	Community-based Content/Process

Activity Evaluation Form

Adapted from Wiggins & McTighe, 2005

Gate Keepers:

Attention	To what extent is the activity likely to **grab the attention** of students? Low High 1 2 3 4 5
Motivation	To what extent will students understand the **purpose and meaning** behind the activity or **care** why they are doing it? Low High 1 2 3 4 5
Emotion	To what extent will students **enjoy** the activity, perceive it as **fun,** or approach the activity with a sense of **discovery**? Low High 1 2 3 4 5

Learning Drivers:

Participation	To what extent are students likely to be **actively involved** in the learning activity? Low High 1 2 3 4 5
Elaboration	To what extent will students be required to **think deeply** about the activity? Low High 1 2 3 4 5
Reflection	To what extent are students provided the ability to **reflect on and revise** their understanding? Low High 1 2 3 4 5

Syllabus Construction

Goals:

- To understand critical components to CBTL course design that should be communicated through syllabus construction: goals/outcomes, assessments/assignments, and activities.
- To communicate the rationale for community-based activities.
- To communicate the connection between community-based activities and other course activities.
- To ensure that all best-practice CBTL syllabus components are addressed.

Topics:

- How do you ensure that the syllabus communicates the added value and importance of community-based activities to student learning outcomes?
- What adjustments do I need to make to my syllabus based on the situational realities of my institution?

List of Handouts:

- Relevance of CBL to Course
- Key Structural Components of Syllabi for High Quality CBTL
- CBL Syllabus Template

Relevance of Community-Based Learning

In the space below describe why community-based learning is relevant to your course. Indicate specifically how student learning will be enhanced by the community-based project. In your description, mention the specific student learning outcomes that will be addressed by the community-based project and how these outcomes connect with the overall topic of the course.

Key Structural Components of Syllabi in High Quality CBTL Courses

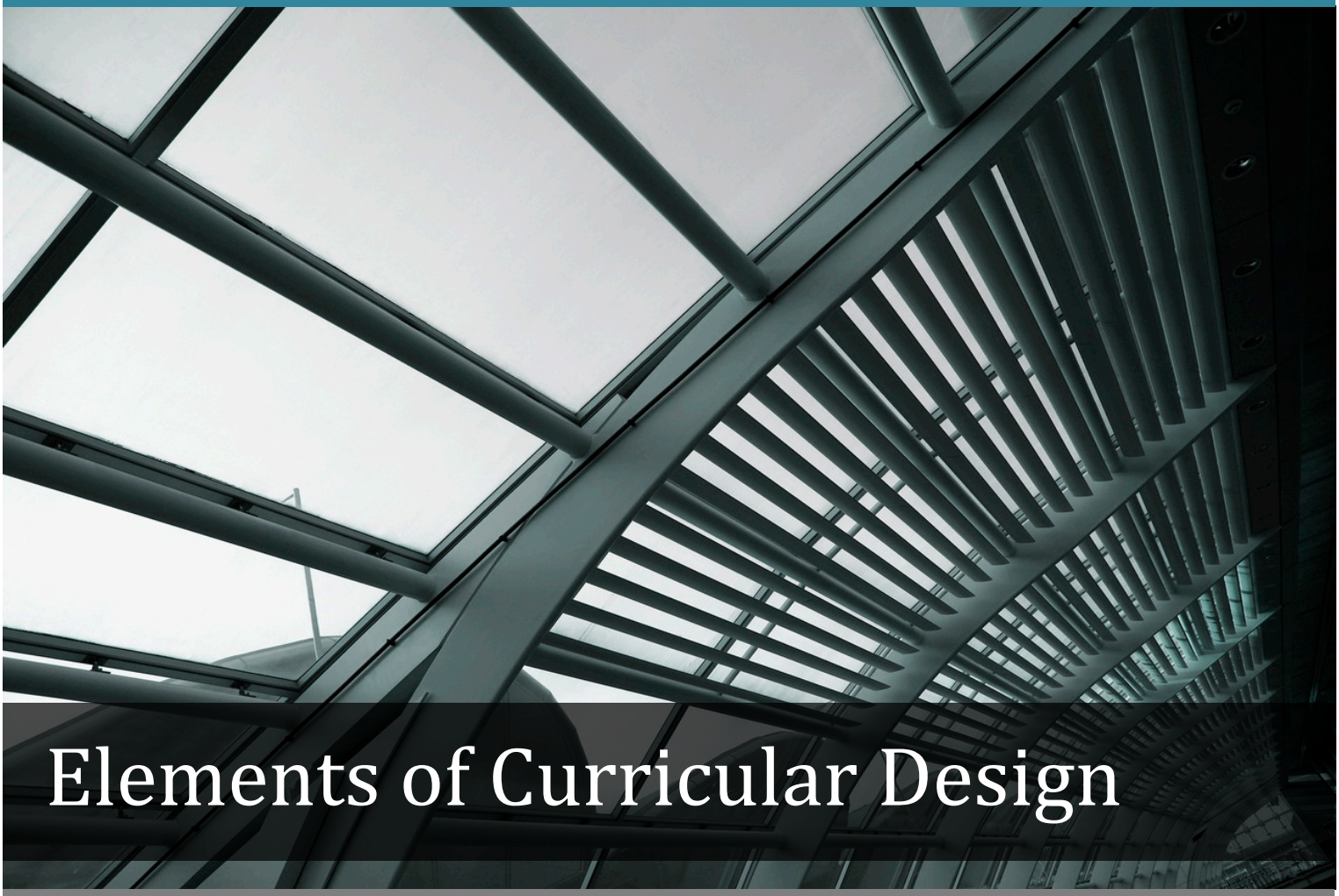
Communicating to students the importance of and reason for using Community-Based Learning pedagogies (see UNF's CBTL Gateways http://www.unf.edu/ccbl/What_is_Community-Based_Transformational_Learning.aspx), is a critical step in developing and delivering Community-Based Transformational Learning (CBTL) courses. Naturally, CBTL courses vary based on the pedagogy used and the discipline engaged. What all high quality CBTL courses have in common, however, is a structure that addresses three components listed below. How a faculty member incorporates these components into the syllabus may be organic or in a special section. The three components are:

ACTIVITY: A section of the syllabus (e.g. Course description, Teaching Methods) should include a description of and purpose for the community-based activities. Information such as who the community partner is and how students will engage with the community should be explicit. There should be information explaining the student's and community partner's role in and intended benefits from the activity. Information should also be provided regarding any alternative activities available for students with accommodation requests. The syllabus should include an ADA statement that reminds students to submit requests for reasonable accommodation. A recommended ADA statement from The UNF Disability Resource Center is available at http://www.unf.edu/drc/Faculty_Resources.aspx.

ALIGNMENT: A section of the syllabus (e.g. Course Outcomes/Objectives) should indicate to students that the community-based activity is connected with at least one of the course outcomes which aligns with one of the University-wide CBTL outcomes. Often, a faculty member finds it useful to include the definition of Community-Based Transformational Learning in this section.

ARTIFACT: A section of the syllabus (e.g. Assignments) should include a description of a reflection assignment that will help students connect the community-based experience(s) to course content. Students should be informed of what medium will be used to capture the reflection and how that artifact may be used in university-wide assessment. A statement regarding the use of student work in university-wide assessment should be included in the syllabus.

> *University-Wide CBTL Assessment Statement:* All CBTL courses should include a statement regarding the use of their work for university-wide assessment. The UNF Center for Community-Based Learning suggests that the following statement be included in all CBTL course syllabi:
>
> "The University of North Florida is committed to providing quality education and to assuring that students gain the knowledge and skills necessary to be successful after they graduate. Assessment of student learning provides information needed to make improvements in UNF programs, course content, and teaching. During this course your instructor will collect and submit samples of your work to determine program effectiveness.
>
> You should know that:
>
> - You may choose not to have samples of your work submitted by notifying your instructor anytime during your course via email
> - No identifying information such as your name or N-number will be included on the samples sent for program assessment
> - Your course grade will not be affected by participating in this program assessment process
> - Information about the summative results of this assessment is reported to UNF stakeholders, including the Board of Governors of the Florida State University System; the Southern Association of Colleges and Schools Commission on Colleges; and professional accreditors"



Elements of Curricular Design

Part Three

Heading

University Name/Department:

Course title: Catalog number: Semester/year:

Faculty contact information: Name: Title/Rank:

Office hours: Email: Office phone: Office address:

Course Description:
(Course Catalog)

Course Introduction:
(That includes the relevance of community-based learning to the course and how it is used for instructional purposes)

Course Goals/Outcomes:
(That articulates:

- the general education outcomes for the course
- the major or discipline specific learning outcomes for the course
- that clarify for students what community-based learning outcome the faculty member will measure)

Overview of Course Assignments:
(That includes a sufficient description of

- the critical reflection assignment(s) mechanism that encourages students to link their community-based experience to the course content and to reflect upon how and why they make meaning from the experience.
- the assignments that will occur in authentic settings and the rubrics or instruments used to assess student learning.
- the expectations and details around any public dissemination of students community-based work such as presentations, publications, etc.)

Overview of Course Activities
(That includes a sufficient description of

- the community-based learning activities, which includes specific information about the nature of the engagement such has the type and duration of students placement or interaction with the community partner.
- the expectations around a mutually beneficial, reciprocal and non-exploitative relationship between the university, students and the community-partner.

Required Texts/ Readings:

Overview or Explanation of the Grading Policy:
(That includes a discussion of who will evaluate the students' community work. This overview should connect course objectives to the allotted percentage points that faculty assign projects, papers, journals, presentations, etc.)

Overview of University Policies:
(That includes a statement regarding any policies such as ADA, plagiarism, intellectual property, or university-wide assessment practices that may impact students work)

Weekly Semester Schedule:

CBTL Curricular Map Instructions

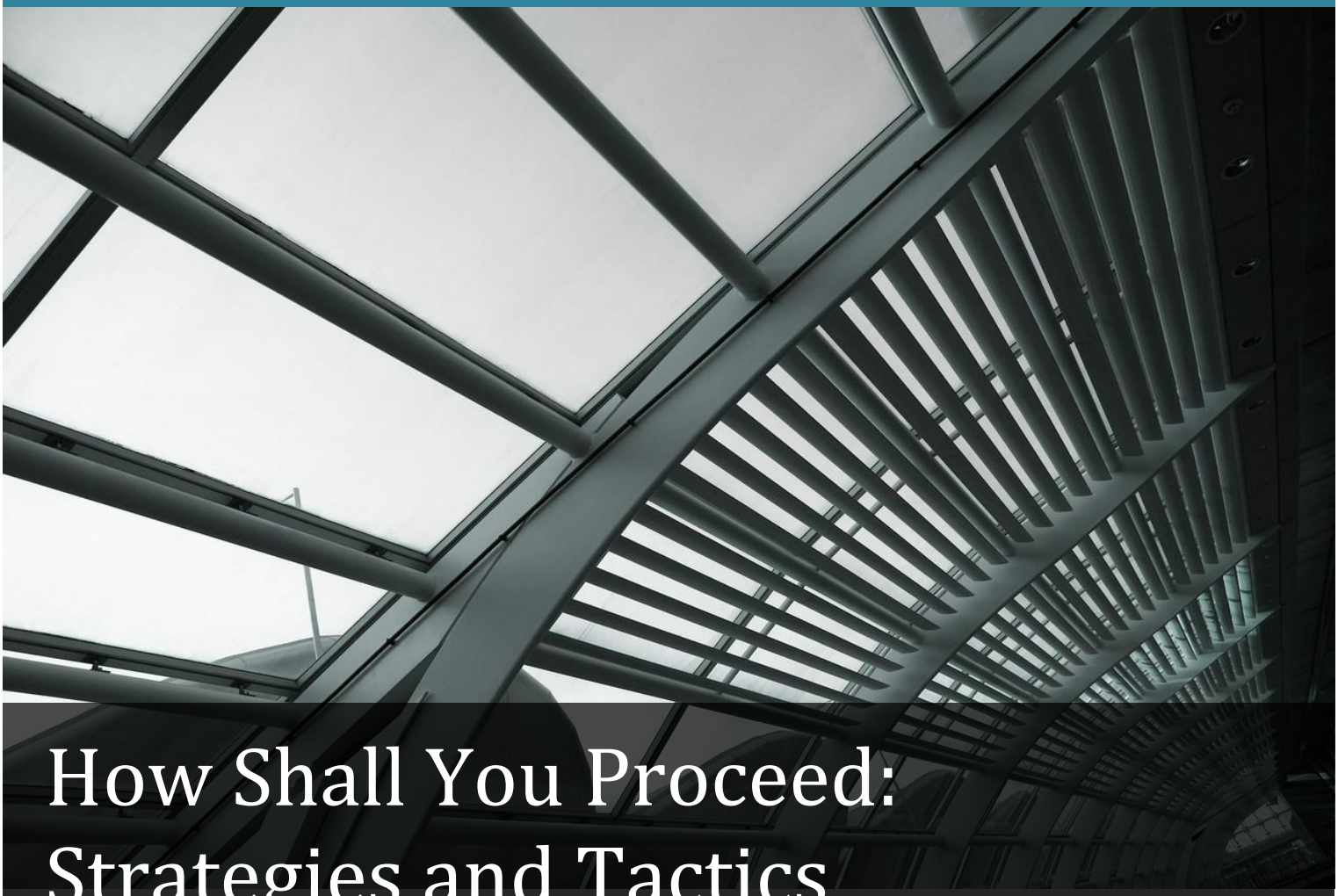
This curricular map is designed specifically for courses which will possibly be seeking designation as a CBTL course. Only courses that take place in a community-based setting and address CBTL domains should be listed in this map. This map is designed to collect information needed for banner tagging (CBTL Gateway/Level) as well as information that will need to be recorded in TracDat (CBTL Outcome, Mapping Label, Artifact, Measures). *Helpful Hints:* There are drop down boxes for the "Required/Elective", "Undergrad/Grad", and "CBTL Level" columns referenced in this map. The course name and pre-fix should be listed as it is in the course catalog. There are comments attached to the "Mapping Label," "Desired Results," and Assessment/Outcome Artifacts" headers which gives the clarification around those cells.

Sample

Department:		Social Philosophy			College:	College of Arts and Sciences				Curricular Map Contact:	Dr. Falbo	
#	Course ID and Name	Required/ Elective	Undergrad/ Graduate	CBTL Gateway	CBTL Level	CBTL Domain and General CBTL Outcome		Mapping Label (I,R,M,A)		Assessment/ Outcome Artifact(s)	MEASURES	
											Rubric(s)	Desired Results
1	IDH 2935 Weebles Wobble But They Don't Fall Down: The Resilence of Families Living Below the Poverty Line	Required	Undergraduate	*Community Outreach* Y *Community-Based Immersion* N *Community-Based Instruction* Y *Community-Based Research* N *Community-Based Apprenticeship* N	Introductory	***Intercultural Competence*** Demonstrable cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.	Y	I - Introduced Y R - Reinforced N M- Mastered N A- Assessed N		*Final Paper **Student participants in each project group (which consist of both UNF students and students in an inner city Jacksonville high school) rate each other and themselves using a Teamwork rubric to be developed.	* VALUE rubric: Intercultural Knowledge and Competence **Other Measure or Rubric	*80% of students will score a 2 or higher on the "Empathy" aspect and 60% will score a 2 or higher on the "Openness" aspect of the Intercultural Knowledge and Competence VALUE rubric. **90% of UNF students are rated competent on all elements of the teamwork rubric, and 75% are rated proficient.
						Ethical Character Ability to recognize ethical issues in a variety of settings and evaluate alternative actions.	N	I - Introduced N R - Reinforced N M- Mastered N A- Assessed N		N/A N/A	*VALUE rubric: Ethical Reasoning **Other Measure or Rubric	N/A N/A
						Effective Citizenship Demonstrable knowledge, skills, values and motivation that promotes the quality of life in a community.	Y	I - Introduced Y R - Reinforced N M- Mastered N A- Assessed N		*Final Paper N/A	*VALUE rubric: Civic Engagement **Other Measure or Rubric	*80% of students will score a 2 or higher on the "Diversity of Communities and Cultures" aspect of the Civic Engagement VALUE rubric. N/A

Please note: The following cells correlate with specific areas in UNF's TracDat ALC system.

Mapping Label:	Assessment/Outcome Artifact:	Desired Result:
Labels originated from --UNF's TracDat System. You can choose more than one label for the CBTL outcome in this course. In TracDat the Outcome Label is found under the Assessment Plan/Related Courses tab.	In TracDat the Artifact is found under the Assessment Plan/Measures tab.	In TracDat the Desired Result is found under the Assessment Plan/Measures tab.



How Shall You Proceed: Strategies and Tactics

Part Four

Possible Conversations

- Institution-wide
  - What capacities or capabilities do we need to invest in to support community engaged teaching, learning, and research?
  - What institution-wide information do we need to know if this is working?
  - What do we need to do to create administrative efficiencies to support community engaged teaching, learning, and research?
- Unit-level
  - What capacities or capabilities do we need to cultivate and promote in among our faculty and staff?
  - What investments do we need to make in program curriculum development?

Balance Scorecard approach