Kennesaw State University
It's About Engagement
Service-Learning Taxonomy for Course Development and Student Learning

*Adapted from Civic Engagement VALUE Rubric (Association of American Colleges and Universities), Intercultural Knowledge VALUE Rubric (Association of American Colleges and Universities), and Rubrics for CCGA Service-Learning Student Learning Objectives.

Course Development Attributes	High Impact	Higher Impact	Highest Impact
Mutually Beneficial: Reciprocal partnerships and processes between university and external partner(s) shape the course design, community-based activities, and mutually-beneficial outcomes.	The instructor or designee contacts an external organization to host students and provides a brief overview of the course (e.g., learning outcomes, syllabus) and the purposes of the community-based activities.	The instructor or designee meets with the external partner(s) to discuss the course (e.g., preparation/orientation of students, learning outcomes, syllabus). Instructor and external partner develop verbal agreement about how the community-based activities can enrich student learning and benefit the organization. However, the external partner is not included as a collaborator or co-educator and no formal agreement is developed.	The instructor or designee collaborates with the external partner(s) as co-educators and co-developers to create a formal agreement about various aspects of course planning and design (e.g., learning outcomes, readings, preparation/orientation of students, reflection, assessment). The instructor and external partner work together to identify how the community-based activities will be used to enrich student learning and enhance the capacity of the organization. Faculty and students collaborate with external partners as a source for expert information gathering and/or research on topics and concepts that are pertinent to the course, the community-based project, and larger program or curricular goals
Academic Enhancement: Community-based activities enhance academic content and assignments.	The instructor includes community-based activities as an added educational experience related to course content, and the course syllabus describes the required community-based activity but does not draw a connection	The instructor includes the community-based activity as an educational experience that provides additional insight for students' understanding of course content and their ability to complete assignments, and the course syllabus	The instructor integrates the community-based activity as critical dimensions for students' ability to understand course content and their ability to complete assignments, and the syllabus provides a

	to the course learning outcomes.	provides a brief description of the relationship between the community-based activity and course learning outcomes. Students are encouraged to draw from their service-learning activity to deepen their understanding of course content and make connections to their academic program.	strong rationale for the relationship between the community-based activity and course learning outcomes. Students are encouraged to meaningfully synthesize connections between their service-learning experience(s) and their academic program to deepen their understanding of course content, field of study, and personal points of view The course process facilitates students' ability to independently adapt and apply skills, abilities, theories, and/or methodologies gained from the community-based activity to new situations to solve difficult problems or explore complex issues in original ways
Critical Thinking and Reflection Critical reflection is well integrated into the course design and class activities	The instructor requires students to create reflective products about the community-based activities after the experience with little feedback from and interaction with the instructor.	The instructor integrates critical reflection assignments that connect the community-based activity to relevant course content before and after the community-based activity is completed. Periodic feedback from and interactions with the instructor about students' critical reflections are used to help students better connect relevant course	The instructor integrates critical reflection assignments that connect the community-based activity to relevant course content directly into the course design before, during, and after the community-based activity. Ongoing feedback from and interactions with the instructor about students' critical reflections throughout the semester are used to

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		theories to social practices.	help students explicitly connect relevant course theories and social practices.
Socio-Cultural Awareness: Course content and community-based activity are used to develop students' socio-cultural awareness and enhance their understanding of deep-rooted belief systems.	The instructor, the course, and community-based activity offer students the opportunity for interactions and dialogue with diverse others, increasing students' awareness of their own cultural perspective related to the area of service.	The instructor, the course, and community-based activity engage students in periodic interactions and dialogue with diverse others, as well as interactions and dialogue with peers across a range of experiences and diverse perspectives. Interactions and dialogue with diverse others are utilized in the course to increase students' awareness of their own cultural perspective related to the area of service, as well as enhance students' ability to recognize alternative perspectives related to the area of service.	The instructor, the course, and community-based activities immerse students in frequent interactions and dialogue with diverse others, as well as interactions and dialogue with peers across a range of experiences and diverse perspectives. Interactions and dialogue with diverse others are utilized in the course to increase students' awareness of their own cultural perspective related to the area of service, and enhance their ability to recognize alternative perspectives related to the area of service. Course assignments are used to help students articulate insights about how differing socio-cultural perspectives shape their thinking about and approaches to the area of service.
Civic Learning: Civic responsibility and social competencies are enhanced by using the community-based activity to facilitate critical discussion about complex social problems and students' roles as active citizens.	The instructor and course syllabus make reference to course content with some connection to civic learning and civic competencies where relevant. The community-based activity addresses a	The instructor and course syllabus makes a direct connection between course content and civic learning and civic competencies where relevant. The community-based activity addresses a pre-determined community	The instructor and course syllabus integrates course content with civic learning and civic competencies by directly connecting the community-based activity to the civic purpose of the discipline in society.

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	community need and students develop goals and/or strategies that are relevant to the community need.	need and students develop goals, strategies, and/or recommended actions to address the community need based on research and/or data analysis.	The community-based activity addresses a pre-determined community need, and the course syllabus states clearly and describes comprehensively the significance of the community need and community-based activity. Students develop goals, strategies, and/or recommended actions to address the community need based on research and/or data analysis. Students implement actions based on research and/or data analysis and evaluate the project's impact on the identified community need.
Continuous Improvement: Assessment(s) is included into course design and data used for continuous course improvement**.**	The instructor articulates the student learning outcomes to the class and administers an informal assessment (class discussion; discussion with external partner) of the community-activity experience at the end of the course.	The instructor articulates the student learning outcomes to the class and administers a formal measurement (survey; scored reflection paper) of the community-based activity at the end of the semester to collect data relevant to specific aspects of the service-learning component of the course.	The instructor and external partner(s) articulate the student learning outcomes to the class and administer measurements (surveys; scored reflection papers; systematic, structured observations) during and after the community-based activity to collect data relevant to the service-learning component of the course and community-based impact.