

**UConn Office of Outreach and Engagement
Community Engaged Course Designation
Evaluation Rubric for Course Approval**

Community-engaged teaching is teaching that enriches student experiences through the development of reciprocal, sustainable community partnerships, which leverages university and community resources, impacts students, and strengthens the university and the community. Community-engaged teaching as scholarly work is characterized by its interconnection with the advancement of knowledge in academia and the community, continuous improvement and reflection of learning methods, and integration of research and practice.

Criteria

The basic criteria for designating an existing course as a community-engaged course at UConn includes:

- Involves a collaborative partnership built on reciprocity, where community partners co-create goals and share resources in ways that are mutually beneficial
- Demonstrates a clear connection between the community engagement activity and the course content
- Involves structured student reflection
- Designed to develop student civic literacy and engagement

A course may be designated as community-engaged if its activities partner with public or private organizations to enhance teaching and learning, foster civic responsibility, address societal challenges, and contribute to the public good (American Council on Education, 2025).

Course Title:

Instructor:

Criteria	Clear Evidence (3)	Needs Clarification (2)	Little or No Evidence (1)
Collaborative Partnership & Reciprocity (course involves a community partnership built on mutual benefit)	The course demonstrates a clearly articulated, reciprocal partnership. Community partners co-create goals, contribute expertise/resources, and benefit meaningfully from the collaboration.	A community partnership is present, but reciprocity, partner roles, or shared benefits need clearer explanation.	Little or no evidence of a reciprocal partnership; community role appears minimal, one-sided, or unclear.
Notes:			
Alignment with Course Learning Objectives (connection between engagement and learning objectives)	Community engagement activities are explicitly and clearly connected to course learning objectives.	A connection is present but requires clarification or stronger articulation.	Little or no clear connection between engagement activity and learning objectives.
Notes:			

Structured Student Reflection (reflection connects experience to learning) Notes:	Students engage in well-designed, structured reflection activities that clearly link experience to learning outcomes.	Reflection activities are included but need stronger structure or clearer connection to outcomes.	Reflection is minimal, unstructured, or absent.
Civic Knowledge, Skills, and Dispositions (development of civic learning) Notes:	The course is intentionally designed to develop students' civic knowledge, skills, and dispositions.	Civic learning outcomes are present but not fully developed or articulated.	Little or no evidence of civic learning.
Community-Identified question or desire (activity addresses a community-identified question of desire) Notes:	The activity clearly addresses a question or desire identified by the community.	The activity appears relevant, but identification of the community research question or desire needs clarification.	The activity does not clearly address a community-identified question or desire.

TOTAL SCORE: _____ / 15

GENERAL NOTES

Please provide constructive and/or positive feedback for the instructor:

Overall Impression of the Course	Definitely Approve	Possibly Approve	Do Not Approve
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