

ASSESSING THE QUALITY OF Experiential Community Learning Experience

ECL Element	Developing	Effective	Exemplary	Evidence	Possible	Grade
Integration of experience with learning goals and other course elements	Experiential component of course is not related to the expectations for the academic learning	At least one experiential component of the course relates to the expectations for academic learning	Multiple experiential components of the ELC are deeply embedded into the academic components of the course	<ul style="list-style-type: none"> ○ Written Analysis of Internship • # of hours • content of work • mutual learning and doing • integration with theory 		
Analysis of and/or reflection on experience	Student did not actively reflect on the experiential component of the course in the face to face SKYPE calls and/or in the written analysis	Students adequately reflected on experiential components of the course in many or all assignments. Opportunities to reflect include in-class discussion, online discussion and written assignment	Reflective opportunities used to reinforce experiential learning Students used multiple forms for reflecting on experience through in-class discussion, online discussion written assignment, and/or creative expression	<ul style="list-style-type: none"> ○ Internship Evaluation ○ In-class Discussion ○ Online Discussion ○ Journals / Field Notes ○ Reflective Essay 		
Substantial experiential or community-focused component in which all students are required to participate	Experiential component is less than 30 hours over the semester and/or has no pedagogical relationship to the learning goals of the course	A required experiential component is between 30 and 45 hours over the semester and has a pedagogical relationship to the learning goals of the course	A required experiential component is 45-6- hours over the semester and is substantially related to the learning goals of the course	<ul style="list-style-type: none"> ○ Learning Goals accomplished ○ Assignment List in the internship contract ○ Description of ECL Assignment 		
Appropriate student preparation for experiential activity	No prior preparation	Students commence researching 3 possible internships the month before the course begins Faculty considers the expectations of community partners' needs for students expectation is explicit for students' participation	The faculty member, community partner, collaborate to prepare students for learning as part of the clearly outlined expectations of the course and partnering organization	<ul style="list-style-type: none"> ○ Description of ECL Assignment ○ Internship Policies Reviewed <ul style="list-style-type: none"> ○ Discussions between City Coordinator and Community Partner 		

<p>Appropriate Partnership</p>	<p>Ideal partner types are identified by the faculty member and/or city coordinator and shared with the students who must identify their own partners; or faculty identifies partners and students are expected to arrange their own scheduling</p>	<p>City Coordinator works with faculty to identify partner(s) (or identifies partners separately) and works directly with partner(s) to develop scheduling that reasonably meets the needs of students and partner(s)</p>	<p>City Coordinator collaborates with Faculty member collaborates to identify partner(s), provides opportunities for partner(s) to act as co-educators within classroom and during work that is scheduled with the needs of the partner(s) and students in mind</p>	<ul style="list-style-type: none"> o Description of ECL Assignment o Instructor Information o Discussions between CityCoordinator, Student and Community Partner 		
<p>Appropriate distribution of benefits</p>	<p>Little consideration of the benefits for students or partner(s) is considered before placement</p>	<p>Benefits for community partners and students are considered as part of the placement process</p>	<p>Consideration of benefits is recognized through selection of placements, in collaboration with partner(s), and detailed through well- designed learning goals</p>	<ul style="list-style-type: none"> o Description of ECL Assignment o Learning Goals o Discussions between City Coordinator and Community Partner 		
<p>Sharing of information or findings with community partners and/or others</p>	<p>Little or no evidence of plan to share findings or new knowledge with community partners or their clients</p>	<p>Plan to share information is Poorly executed</p>	<p>Sharing information with community partner and/or its clients; or is planned outside of the learning goals of the course but is a shared expectation between faculty member and community partner.</p>	<ul style="list-style-type: none"> o Description of ECL Assignment o Presentation to partner organization leadership o Discussions between student and Community Partner 		