

Service-Learning Syllabus Development Rubric*

	Element is strongly developed	Element is present and adequately developed	Element is present, but insufficient	Element is lacking or absent
Course Goals and Outcomes	Course goals and outcomes are clearly identified and articulate connections between academic achievement, civic engagement, and personal growth in support of transformative learning.	Course goals and outcomes are clearly defined and include: academic achievement, civic engagement, personal growth.	Certain course goals and outcomes are clearly defined but one or more of the following learning outcomes is not addressed: academic achievement, civic engagement, personal growth.	Course goals and learning outcomes are not clearly defined or do not address academic, civic, personal outcomes.
Purpose of Service Learning Component	Purpose of service-learning is clearly defined and articulates how the class' particular service component will both enhance student learning and encourage personal and social transformation.	Purpose of service-learning is clearly defined and articulates how the class' particular service component will enhance student learning.	Purpose of service-learning is articulated, but specific explanation of class' particular service-learning component is absent or unclear.	Purpose of service-learning component is not addressed or articulated.
Service Learning Assignment	Service Learning Project, including minimum requirements, is clearly defined, emphasizing reciprocity between community priorities and student learning as the purpose of students' engagement. Expectations for students' community-based work are clearly articulated.	Service Learning Project is clearly defined in syllabus. A minimum of 20 hours of engagement on behalf of a single community partner is required. Expectations for student conduct during community-based work are clearly noted.	Service Learning Project is mentioned in syllabus, but requirements of that assignment are not clearly defined. Expectations for student conduct during community-based work are noted, but are not clearly defined or do not adequately reflect the students' role as <i>learners</i> when engaging with the broader community.	Service Learning Project is either not mentioned or left undefined in syllabus. Expectations for student conduct during engagement in community-based work are not articulated.
Classroom Component	Design of classroom discussion and activities facilitates collaborative learning among students, faculty, and (when appropriate) community partners to link classroom and community-based knowledge.	Design of class encourages discussion around students' community-based experiences and requires student participation.	Design of class provides limited opportunity for class discussion about students' service experiences.	Class design does not allow for discussion or require student participation.
Reflection	A variety of reflection activities are required and used to reinforce students' learning in the classroom and service site. Reflection activities challenge students to make meaning of their service experience and encourage students to articulate their learning.	Reflection on service is noted as a course requirement and methods for student reflection are indicated. Reflection activities link students' community-based experiences to course content.	Indication of reflection requirement exists, but method for reflection is not specified and it is unclear if reflection will encourage a thought process linking community-based experience to course content.	Reflection requirements are unclear or not stated.
Alternative Assignment	Alternative assignment is well-defined, equitable, aligned with course outcomes, and clearly communicates instructions for selection. It also encourages critical reflection, connecting course content and issues related to community engagement.	Alternative assignment is equitable, aligned with course outcomes, and communicates instructions for selection.	Alternative assignment is present but is not equitable to the service learning assignment in terms of scope and alignment with course outcomes.	Alternative assignment is either missing or not clearly defined.

* Modified from the rubric created by Nicole Robison (Seattle University) and Christopher Skrable (Loyola University Chicago), 2011