

Syllabus Rubric for Service Learning Courses

	SL is strongly developed	SL is adequately developed	SL is insufficiently developed
Learning objectives	Multiple course learning objectives are stated in accessible terms. The role of service learning in achieving particular objectives is clearly stated.	Course learning objectives are identified. Service learning is mentioned as a part of the course but not explicitly connected to learning objectives.	Role of service learning in achieving particular course objectives is underdeveloped.
Purpose of SL	The purpose of including service learning in the course is clearly articulated.	The fact that the course includes a service learning component is clearly stated, but the purpose of including it is not clear.	No rationale is given for including service learning in the course.
SL expectations	SL expectations are clearly stated and include time commitment, conduct, and other relevant expectations. The consequences that accompany these expectations (rewards and penalties) are also clearly stated. Expectations cover both ends of the spectrum (required minimums and optimal maximums).	SL expectations and consequences are described, but not comprehensively or in detail.	SL expectations and consequences are vague or not stated.
Course connection	Course plan indicates specific points at which course activities and topics will be linked to service learning and how these connections will be made.	Course plan gives an overview of how the course and the service learning will progress over the course of the semester, but does not indicate where, when and how they will be linked.	Course plan does not contain links to service learning activities.
Reflection	Course assignments and activities include repeated and structured opportunities for students to reflect on their service learning experiences in a variety of ways. Reflection assignments challenge students to not just narrate the service experience but articulate what they are learning about course topics.	Reflection is noted as a course requirement. Some methods for reflection are indicated. Reflection activities allow students to express their feelings about their service learning experiences but do not challenge them to articulate course-related learning.	Reflection opportunities are not explicitly woven into the structure of the course. Reflection is one-time or superficial, rarely amounting to more than mere narration of the service experience.