

Service Learning “S” COURSE DESIGNATION RUBRIC

S DESIGNATION QUESTION	3 POINTS	2 POINTS	1 POINTS
Goals and student learning outcomes of the course	Goals and student learning outcomes are clearly defined and connect with application of service/research. S is not an “add-on” but infused totally in the course and meets curricular outcomes.	Goals and student learning outcomes are somewhat defined and connect with application of service/research. S projects are involved in a few areas of the course.	Goals and student learning outcomes are not defined and disconnected in service/research. S is an “add-on” to the course (volunteerism).
How do service learning activities enhance student-learning and course goals?	Clear connection between projects/ activities and student learning outcomes and how these activities guide theory in practice. Student understanding of leadership, citizenship, civic awareness is discussed.	Connection between projects and student learning outcomes is ambiguous or inconsistent.	No connection in how projects /activities, student learning outcomes or theory in practice. No mention of student-learning.
How is student-learning assessed?	Defined assessment strategies including writing/reflection through papers, presentations, community blogs etc. (per discipline). Students are graded on critical thinking and application, what they learn, and how they apply it. Engagement in community is a part of overall course grade.	Assessment is not clearly defined. Students are assessed only on “service” and not “learning.” Assessment strategies are disconnected with community goals and student learning outcomes.	Students are not assessed (graded) on work with community.
How do service learning activities meet existing community opportunities/needs?	Projects and activities are based on pressing local/global needs and engaging in key areas/issues. Projects are defined and examples are given. Students are doing “no harm” by their involvement. Community partnerships are clearly defined and listed.	Examples of proposed projects and activities do not always seem reciprocal (students gaining more of the ‘service’ than agency). Needs created by academy and not community.	Community activities and projects are not defined and community partnerships are not listed. Course is not working with non-profit partners.
What activities/projects are students involved (in partnership with the community)?	Course, faculty, students and community are truly partners. Community is seen as a co-educator and activities model this collaboration. Activities meet course and community goals. When appropriate, community partners are invited to participate in the classroom (assessment and/or discussion). Students are engaged in more than 10 hrs (direct and indirect) with community issue and project.	Activities are listed but clearly defined or occur with little supervision or involvement with community partner. Students are engaged in minimum number of direct hours (10 hrs/semester-direct and indirect).	Students are engaged in administrative activities only (painting, stuffing envelopes etc) and disconnected from community partnership and issue area. Students are not engaged in minimum number of hours (10 hr/semester- direct and indirect).
___ PTS- Awarded S Designation	___ PTS- S COURSE Reviewed- additional information need for S Designation	___ PTS- NO S Designation Awarded	