

## Service-Learning Course Rubric

This document is intended to engage faculty and instructors in the process of building capacity from the beginning to the advanced stages of service-learning pedagogy. This rubric is intended to begin conversations around areas that can be further developed while also identifying those areas where faculty and instructors are fully engaged and operating at an advanced capacity. Faculty and instructors are invited to explore this rubric to identify one's current capacity in service-learning and potential areas for growth.

<b>Service-Learning:</b>	<b>Weak</b>	<b>Moderate</b>	<b>Strong</b>
<b>Integrates with the academic curriculum</b>	Service-learning is part of the course with loose connections to course content	Service-learning is a teaching technique used in the course but is not fully integrated with all course concepts	Service-learning is an instructional strategy throughout the course
<b>Links to curricular content</b>	Service indirectly and inconsistently links to the curriculum	Service has a clear and direct link to most of the curriculum	Service aligns with and enhances curricular content
<b>Collaborates and partners with the community</b>	Community members are informed of the course, but are minimally involved in the design	Community members act as consultants (rather than collaborators) as the service-learning course develops	Active and direct collaboration with the community by the instructor and student in the design of the course
<b>Meets community identified needs and opportunities</b>	Community needs are not central to the course; the community has been minimally contacted to discuss needs and opportunities	Community needs are somewhat central to the course; the community is consulted to discuss needs and opportunities but no further communication is involved	Community needs are central to the course; the community is involved throughout the course to identify and assess community needs and opportunities
<b>Facilitates active and critical student reflection</b>	Students do not engage in deeper or more critical learning throughout the course	Students engage in but do not demonstrate evidence of critical, reflective learning through products or assignments	Students think, share and create reflective products as evidence of learning

At a minimum, service-learning courses must meet the following criteria:

- a. the course has a formal, academic curriculum that is rooted in the discipline in which the course is being offered;
- b. the course contains a set of organized community-based learning activities through which students directly serve a constituency as a means to address an identified community need; and
- c. the course provides structured opportunities for students to critically connect their service activities to the course curriculum.

*Materials adapted from:  
Faculty Policy Committee on Service-Learning, Criteria for Service-Learning Course Review at UC Berkeley  
Service-Learning Rubric #2, [Servicelearning.cps.k12.il.us/slrburic2.html](http://Servicelearning.cps.k12.il.us/slrburic2.html)*