

Rubric For Evaluating Proposed Service Learning Courses

After you review the syllabus and cover form, committee members will evaluate the proposed course based upon the following criterion. When time permits, proposals can be returned for revisions, if modifications are needed.

| Criteria | Excellent | Satisfactory | Unsatisfactory | Remarks |
|---|-----------|--------------|----------------|---------|
| Service is directed toward an identifiable need in the community. | | | | |
| Knowledge from the discipline informs the service experiences. | | | | |
| The service learning experience relates to the subject matter of the course. | | | | |
| Adequate time for quality reflection on the service learning experience is provided. | | | | |
| Students have the opportunity to learn from each other during the course of the experience. | | | | |
| Students are formally evaluated on their service experience. | | | | |
| The service learning experience is a substantive part of the course and the student's evaluation. | | | | |
| The instructor completed a workshop on service learning. | | | | |
| Service recipients must have an opportunity to provide feedback and engage in reflective discussion with the student and/or faculty member concerning the service provided. | | | | |
| Students will learn how they can "make a difference" in the future. | | | | |