DLSU Rubric for Service-Learning Syllabi

CRITERIA	4 - Exemplary	3 - Accomplished	2 - Developing	1 - Beginning
Introduces students to the pedagogy of service-learning	Syllabus includes the following: a) Definition of service-learning b) Benefits of service-learning c) Explanation why service-learning is appropriate for the course d) Required no. of service hours	Syllabus includes the following: a) Definition of service-learning b) Benefits of service-learning c) Explanation why service-learning is appropriate for the course	Syllabus includes the following: a) Definition of service-learning b) Benefits of service-learning	Definition of service-learning is included in the syllabus.
Meets actual community needs	Service project is pre-identified. The project cites current research / needs assessment explaining the need. **OR** Service project is not pre-identified in the syllabus. Needs assessment activities by students are included in the syllabus.	Service project is pre-identified in the syllabus. Past research / needs assessment is cited to justify the need for the project.	Service project is pre-identified in the syllabus. Student needs are the primary basis for project choice.	Service project is pre-identified in the syllabus. Reasons for choosing the project are not in the syllabus..
Facilitates active student reflection	Regular individual and group reflection activities / outputs are required by the class. Rubrics to evaluate reflection outputs are included. Lasallian Reflection Framework (LRF) principles are reflected in the rubric.	Regular individual and group reflection activities / outputs are required by the class.	Regular individual reflection outputs are required by the class.	A one-time individual reflection output is required by the class.
Uses academic knowledge learned in class in real world settings.	The syllabus specifies discipline-based skills / knowledge that will be used for the service project. Outputs to assess mastery of knowledge / skill are also identified. Appropriate rubrics are included to assess the outputs and processes undertaken.	The syllabus specifies discipline-based skills / knowledge that will be used for the service project. Outputs to assess mastery of the knowledge / skill are also identified.	The syllabus specifies discipline-based skills / knowledge that will be used for the service project.	Skill / knowledge learned in class will not be used in the service activity.

Fosters collaboration with the community	The community / organization is clearly identified. Syllabus includes proof of commitment between the partner and DLSU. (university, office, department, unit)	At least two potential partner communities / organizations are identified. Syllabus includes activity / output that provides proof of the following: a) Prior notice to the community for scheduled activities b) Consultations for the intended service project c) Partner\'s role in implementing and evaluating the service project	At least two potential partner communities / organizations are identified. Syllabus includes activity / output that provides proof of the following: a) Prior notice to the community for scheduled activities b) Consultations for the intended service project	At least two potential partner communities / organizations are identified. Syllabus includes an activity / output that provides proof of prior community notice for scheduled visits and planned activities.