



SERVICE-LEARNING COURSE DEVELOPMENT TOOL

This information was designed for community partner organizations who are working with faculty members to engage service-learning students. It is intended to answer basic questions

Course Title: _____

College and Department: _____

Course Semester and Year: _____

Investigation:

Why are you interested in using service-learning in this class?

What course learning goals/objectives do you wish to deepen or broaden by adding service-learning?

Are there social issues or populations with whom you would like students to engage?

What are some community needs that might be impacted by service-learning students?

What organizations match well with the course learning goals/objectives?

What logistical considerations need to be made?

- Scheduling
- Transportation
- Risk management
- Safety considerations

Preparation:

What adjustments to the course need to be made (*e.g. classroom discussions, assignments, readings, assessment, course grading*) **to reinforce connections to community engagement activities?**

How will community partners be prepared to engage service-learning students?

What pre-community engagement requirements does the community partner have (*e.g. background check, health screenings, etc.*)?

How will students be prepared for community engagement (*e.g. pre-reflection, on-campus orientation, community orientation, etc.*)?

Engagement:

Who is the community partner for the service-learning class?

What will the community engagement component entail?

What will be the format of community engagement?

- Optional or required?
- Students serve in groups or individually?
- Duration of experience

How will the community engagement experience be selected *(e.g. faculty identifies community partner in advance, students choose from a list of vetted organizations, students identify their own project, etc.)?*

How will you monitor student progress?

How will you make sure community engagement activities are connected to a need identified in the community?

Reflection and Connection:

What activities will you employ to help students reflect?

How frequently will reflection occur?

Will these activities take place in the classroom, in the community setting, and/or on students' own time?

How can you involve the community partner in helping students reflect?

How will these strategies make connections between the community engagement and academic components of the course?

Evaluation:

How will you know when service-learning has been successful?

- Student outcomes (*e.g. academic knowledge, personal growth, professional development, and leadership skills, etc.*)
- Community partner outcomes
- Faculty outcomes

Of these outcomes, what areas would you like to evaluate?

What are some indicators that measure success in these areas?

What role will the community partner play in evaluating outcomes?

Demonstration and Celebration:

How will students demonstrate their learning to the class, instructor, and community partner?

How will you celebrate accomplishments with students and the community partner?

Other Notes:

Adapted from the following resources:

“Building Your Service-Learning Course” by M. Stevens, 2014, Indiana Campus Compact Service Learning Institute.

“Service Learning Course Development Worksheet” by L. Gallagher et al., n.d., University of Colorado Denver Faculty Guide to Service Learning: Information and Resources for Creating and Implementing Service Learning Courses.

“Service Learning Course Development Exercise” by E. Zlotkowski, n.d., retrieved from <http://ung.edu/service-learning/uploads/files/Zlotkowski-Service-Learning-Course-Development-Exercise.pdf>