

SERVICE-LEARNING



College of Coastal Georgia
serve • learn • succeed

SERVICE-LEARNING COURSE CERTIFICATION FORM

CRITERIA

The following criteria are required for service-learning, course certification:

- Address a local, national, or global community issue/need.
- Show evidence of an authentic connection between the service activity and course outcomes.
- Involve a service activity with a community partner. *
- The Center suggests projects that will exceed a minimum of 12-15 hours of student service with the community partner.
- Provide an introduction to the purpose and goals of the service-learning activities to the students.
- Include structured opportunities for pre- and post- as well as intermediate, student reflections on the service activity and its connection to the course curriculum.
- Include in the course syllabus at least one student learning outcome from each of the three service-learning objective areas.
- For assessment purposes, utilize the common grading rubric for the service-learning outcomes (SLOs).
- Include the post- Student Evaluation Surveys in the course syllabus as a course requirement.

*Contact the Center for Service-Learning for additional information and assistance with selecting a community partner. In some instances (E.g., advocacy-based service-learning projects, it is not critical to have a specific community agency to work with.

PROCEDURE

- I.** Complete a Course Certification Form a semester in advance of each proposed course offering.
- II.** Submit an electronic copy (PDF) of the certification form and syllabus for each proposed course to:

Center for Service-Learning
ServiceLearning@ccga.edu
(912) 279-5976

SERVICE-LEARNING COURSE CERTIFICATION FORM

Faculty Name _____ Semester _____
School _____ Department _____
Course Title/Number _____ Course Abbreviation _____
CRN _____ S-L Workshop Completion Date _____

Please respond to the following questions. Attach additional sheets, as needed.

1. The proposed, service-learning course will be taught during which semester/year? _____
2. Explain the basis of the service-learning course and the nature of the service activity (e.g., direct, indirect, advocacy, research, etc.). Include the link between the activity and course outcomes.
3. Expound upon the community issue, need, or interest that will be addressed.
4. Describe how this activity will be integrated with the existing course structure, how much class time will be dedicated to student work on the project, and the date which students are expected to complete the project.
5. Selected or preferred community partner(s):

6. Describe how the selected service-learning outcomes (SLOs) complement the course goals and objectives.

7. Describe the pre- and post- as well as the intermediate reflection activities. All designated activities should be (a) ongoing, (b) specific to the service project, and (c) designed to connect academic learning with service and application.

8. Indicate whether a service-learning mini-grant will be requested and what types of materials would be reasonable to enhance the impact of the service-learning project for students and the community.

9. Specify how this service-learning course project fits into your teaching, research or community involvement interests and whether you plan to conduct research on the student participants within this service-learning course.

SIGNATURES

Faculty _____

Date _____

Dean _____

Date _____

Chair _____

Date _____