

Service-Learning Course Preparation Checklist

The Center for Service-Learning can help you with any of the following steps as you prepare, initiate, implement, or assess your service-learning course. Feel free to ask for help in all steps of the process!

Preparation: Prior to Semester

- Complete the Service-Learning Scholar's Workshop – offered each spring semester.
- Identify a course in which to infuse a service-learning (S-L) element.
- Seek approval from your Dean and Department Chair.
- Complete a *Service-Learning Course Certification Form* (for new S-L courses only) and return form to Center for Service-Learning.
- Have your Department Coordinator add the 'S designation' to your course (letter S added to end of S-L course section number).
- Potential partner agencies should be identified/contacted, and projects negotiated.
Note: Some faculty prefer to let the students identify organizations and negotiate S-L projects.
- Complete a *Faculty/Community Agency Agreement Form* or MOU .
- Set clear expectations of partnership by discussing project/educational goals with partner agency.
- Infuse S-L goals, objectives, outcomes, project, and reflection assignments into syllabus.

Initiation: Beginning of Semester

- Ask students to complete the Service-Learning Pre-Survey via Brightspace/D2L.
- Invite Center for S-L into classroom to present an overview of service-learning.
- Schedule a community partner visit to the classroom, and plan to discuss S-L project expectations from perspective of faculty member, student, and community partner.
- Create a communication plan between faculty, students, and partners.
- Ensure students are well prepared with the knowledge and skills they need prior to service, addressing risk management issues, and setting clear directions for the service activities.

Implementation: During the Semester

- Create explicit links between course content and service experiences through lectures, class discussions, and assignments/reflection activities; do not assume that students are making these connections by themselves.
- Ensure that the partner has a presence in the classroom, that they understand the connection the service has to the course content, and constant feedback is provided to and by the partner.
- Reflection activities should take place before, during, and after the service experience.
- Share important event or presentation dates with Center for Service-Learning and the Advancement Office for potential press opportunities.
- Continue to be flexible and allow projects to grow, but be sure to keep them within a scope that maintains relevance to the course and S-L goals, objectives, and outcomes.

Closure & Assessment: End of Semester

- Ask students to complete the Service-Learning Post-Survey via Brightspace/D2L.
- Students, faculty, and community partners should reflect upon and assess the service activities, course content, and service-learning project logistics in order to enhance future projects.
- Save and share student reflection examples with the Center for Service-Learning.
- Complete the faculty Evaluation & Course Assessment.