Checklist for Courses with Service-Learning

To be a Service-Learning course the following criteria listed below must be met.

☐ 1. The service-learning project is <u>academically rigorous,</u> as determined by Department and Curriculum committees, and appropriate for the students' academic preparation and course content.

☐ 2. The Integrated Service-Learning paragraph must be included in the instructors' course syllabus.

☐ 3. The course is arranged in partnership with an <u>approved</u> community partner(s). The instructor has identified potential community partner(s) that are appropriate for the course being taught.

☐ 4. The experience provides the community partner(s) with <u>useful service</u> (i.e., tutoring, enrichment lessons, health education, research, report writing) as distinct from mere observation. Give examples of the projects that will be undertaken.

☐ 5. The service-learning project/activity must require at least <u>15 hours</u> of unpaid out of class service, including appropriate contact time and opportunities for interaction with the community partner(s).

☐ 6. The service-learning project/activity component <u>must constitute a minimum of 15 % of the student's grade.</u> <u>FOR GEP COURSES THE PERCENT MAY NOT EXCEED 30% of the student's grade</u>.

☐ 7. Students are evaluated according to their <u>effectiveness in integrating course material and the community service activity</u>, not just for completing the required service.

☐ 8. The course assignments include a <u>reflective exercise</u> that requires students to analyze the service-learning experiences and synthesize information gained that enriches their academic studies. Readings, writing assignments, journaling, and project assignments are designed to accommodate and integrate the civic engagement component of the course.

☐ 9. Students will be given an instrument to assess the integrated service-learning project and its integration into the course.

☐ 10. The partnership does not appear to represent a conflict of interest to the instructor or students participating in the service experience.

In addition to the standard required elements for a course syllabus, all Integrated Service-Learning courses must have the following elements included in their syllabus as required by Faculty Senate Action 1-97/98:

- ☐ Integrated Service-Learning Course Description
- ☐ Service-Learning Integrated Course Statement
- ☐ Required Reflection Tools
- ☐ Description of Service-Learning Course Requirements
- ☐ Grade Percentage Statement
- ☐ Course Goals and Objectives

Integrated Service-Learning Paragraph

Integrated Service-Learning (ISL) that incorporates a community service experience with classroom instruction has been integrated into this course to provide a community based learning experience. Service-Learning addresses the practice of citizenship and promotes an awareness of and participation in public affairs. Through this experience students gain an understanding of how their work is connected to sustainable efforts (social, economic, environmental) to addresses problems/issues in the community they serve. The Integrated Service-Learning Course requires a minimum of 15 hours of unpaid service to a not-for-profit community organization, government agency or public service provider. The community partner for this course is **XXXXXX** and/or others as approved by the CASL office and course instructor. The community service placement will relate to the course learning objectives as outlined in this syllabus. Reflection assignments are assigned to help students understand discipline concepts and develop higher order critical thinking skills. Additionally, this course provides students with real world experience that can be included on resumes, offers the ability to test career choices, to apply theories and concepts learned in class and make connections to the real world, and the opportunity to have a positive impact in our community. To assess the integration of the service-learning portion of this course, CASL staff will administer an assessment during the last three weeks of the semester (either online or in person).   The evaluation results will assist your instructor in the further development of this course, especially as it relates to the service-learning project. Results are provided to your instructor after the grades are submitted to the Registrar's Office.