

Service-Learning Checklist

Best practices in service-learning include several important and related elements.
Use this checklist to prepare your service-learning component.

- Does the service-learning experience directly address one or more learning objective(s) on your syllabus?
- Is the service-learning component clearly identified as such on the syllabus?
- Does the service-learning component have a grade point value in keeping with the time and energy required to complete it?
- Have you developed the project in concert with a local Community Partner?
- Will the students working on the project be meeting a real and identified community need?
- Have you considered and prepared for the logistics of the project; such as how students will schedule their service-work, what transportation will be required, what supplies they may need, background checks, timing, training, etc.?
- Do you have an alternative assignment prepared for students with disabilities or special circumstances?
- Have you set aside class time to prepare for the experience beforehand and to thoroughly explain your academic expectations?
- Will students be required to engage in some type of reflection (journal, class discussion, presentation, etc.) once they complete the service-learning project? Reflection activities must promote linkages between student experiences and the academic content of the course, and may also encourage students to identify and express any personal feelings and growth that may have occurred.
- Do you have a plan/rubric for assessing the learning that takes place as a result of the service-learning assignment? What assessment outcome will be a satisfactory result for this investment in time and energy?

*If you answered "YES" to all the items above,
you are ready to launch your service-learning component!*

If you would like support developing your service-learning component, or your community relationships, please contact the Department of Student Leadership & Service (SLS) or Center for Excellence in Teaching & Learning (CETL).