

Recommendations for Incorporating Service Learning into the Course Syllabus

- Include a description of the service learning assignment as an expressed goal.
- Include a description of the nature of the service learning placement and/or project.
- Specify the roles and responsibilities of students in the placement and/or service learning project.
- Include whether or not the service learning project/experience is mandatory. If it is mandatory, offer an alternative for students who cannot do, for any reason, the specific type of service learning assignment you have identified.
- Include time requirements (how many hours total/per week/per semester).
- Include contact information for the Learning Site(s) and the Learning Site Supervisor(s).
- Identify the needs of the community that will be met through this service learning placement.
- Explain how students will be expected to demonstrate what they have learned in the service learning placement, such as journals, term papers, and in-class presentations.
- Include an explanation of what will be evaluated and how it will be evaluated. (In terms of the course grade).
- Explain how the course assignments link the service learning placement to the course content.
- Require a *Student Service Learning Plan & Agreement* for each student that defines the scope of service to ensure the faculty member, student and learning site supervisor meet educational objectives, create measurable outcomes, and understand the risks inherent in the particular placement.
- Explain, if appropriate, the expectations for the public dissemination of the students' work.
- Distribute a syllabus that clearly explains or defines the service learning goals, objectives, criteria and requirements.
- Plan in advance. Don't wait until the beginning of the semester to determine with which Learning Site to partner. Meet with the staff from the Community Engagement office on your campus if you need help identifying a community partner for your course.
- Students should not be allowed to randomly select their learning sites for service learning assignments.
- Students should not be allowed to complete their service learning hours in only one or two sessions, but rather distribute the service learning hours over a consistent period of time.
- Don't wait until the end of the semester to clarify the reflective process for student evaluation and learning outcomes.