# PAC Service-Learning Course Development Worksheet

Name of Course:\_\_\_\_\_

Instructor Name:\_\_\_\_\_

## Remember the goals of service learning:

- a. Enhance classroom learning
- b. Meet community-identified needs
- c. Foster civic learning and civic engagement

## 1. Course Objectives and Student Outcomes

a. Which of your discipline-specific learning objectives could be related to service?

b. What else do you want your students to gain from a service learning experience? Examples include improving critical thinking skills; leadership skills; a sense of personal efficacy; career exploration; Institutional Learning Outcomes (ILOs); retention or persistence in college; civic engagement; and community impact.

c. How will you help students explore these outcomes?

## 2. Preparation

a. How will you prepare your students for their service learning project? How will you help them develop skills or behaviors important to your course? Examples include conducting research, interviews, policy examination, community partner presentations, readings, and project design.

#### 3. Action

a. Which local agencies, organizations, campus groups, or K-12 schools address the community needs your students might work on?

b. What do you want your community partners to contribute to and gain from the experience? How will you ensure reciprocity in the partnership?

c. What types of service activities would be appropriate for your course objectives and for your students? How will you help students gain an in-depth understanding of their community and the issues that their service learning projects address?

## 4. Reflection

a. Which reflection techniques will you use to ensure student learning and successful service to the community? Examples include class discussions, presentations, readings, journals, written assignments, research papers, portfolios, case studies, guest speakers, teaching, performance, photo essays, murals, music, videos, blogs, social media, and student evaluation of the project.

## 5. Logistics

a. Will service learning be required or optional for students?

b. How many hours of service will students complete?

c. What will be your deadlines for confirming their service projects, reflection assignments, hours of service, and post-service evaluation?

## 6. Assessment and Demonstration

Credit should be given for demonstrated learning, not simply for completing hours. Learning can be assessed through academic assignments that connect the service experience with your teaching and learning objectives. These need not be different from other assessment tools you already use.

a. How will you evaluate or assess the service learning component and/or product? Examples include class participation, rubrics, grades for each reflection assignment, and grades for papers or projects.

b. How will your service learning assignments be academically rigorous?

c. How will students demonstrate their competence in the discipline and a deeper understanding of course content?

#### 7. Celebration and Recognition

a. How will you recognize your students and partners for their service learning accomplishments?