# **Service-Learning Course Planning Worksheet**

Faculty Member:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Department:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Size:\_\_\_\_\_\_\_\_\_\_ Semester:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## **Community Partnership**

1. What service will your students to do, and how will their work benefit the community?
2. What community partner(s) would you like to work with?
3. Do you already have a contact person at the community organization?
4. What will the community partner be asked to provide (supervision, orientation/training, background checks, tools/materials, location)?
5. How many students can the community partner accommodate at one time?
6. What time commitment would the community partner like for the students to make?
7. If the group size and/or time commitment that you need the community partner to accommodate is not a good fit, how will you work with the community partner to ensure that everyone’s needs are met?
8. How will students be prepared for their service-learning work? What pre-service reflection or planning resources will you provide? What knowledge of the community, society, or social problems do the students need before they begin serving?
9. What additional assistance can you seek in the preparation process, either for yourself, your community partner, or your students?

## **Course Design**

1. What are the key learning outcomes for the project?
2. How could a service-learning project help achieve course objectives—for instance, how would it help students apply the skills that they are learning in class, reinforce understanding of concepts and theories, promote leadership skills or understanding of diversity, etc.? Try to be as specific as possible in your planning.
3. What course content will they need to have covered before they can serve? What level of mastery will they need to be successful in serving?
4. How will students’ work on the service-learning project be evaluated? (How will you know that they have achieved the key learning outcomes?)
5. What reflection activities will be incorporated into the project?
6. What graded and non-graded assignments (including reflection) will be associated with the service-learning project?
7. What would *you* consider a successful outcome for the service-learning project?

## **Project Details**

1. Is the service-learning project \_\_direct \_\_indirect \_\_research \_\_advocacy?
2. Will students work \_\_individually \_\_in small groups \_\_in a large group?
3. What is the project duration? \_\_\_\_\_\_\_days/weeks/months
4. What is the out-of-class time commitment for students? \_\_\_\_\_\_\_\_\_\_\_hours per week/semester
5. How much of the course grade will be associated with service-learning project?
6. If you are incorporating a service-learning project into a course you already teach, what will it replace? If you can’t replace any of the course content, how could a current assignment be adapted to become a service-learning project?
7. What special tools or materials are needed for service-learning project?
8. Will students need to provide their own transportation to a community site?
9. Will background checks be required? Do you have an alternative assignment or indirect service role that could be fulfilled by a student that cannot pass a background check?

## **Getting Started Checklist**

* Have you contacted your community partner and asked for their input in the planning process?
* Have you requested funding from the Service-Learning Program or Center for Teaching Excellence for any special tools or materials you will need?
* Have you had the course officially listed as a service-learning course?
* Do you have a clear description of the project, a project timeline, and grading expectations to share with students at the beginning of the semester?