

## Service Learning Syllabus Guide

The course syllabus plays an essential role in communicating your expectations to students. This can be especially important for service learning courses which potentially require students to go above and beyond what they are typically asked to do in non-service learning courses. The committee reviews syllabi from a student's perspective and is looking for service learning syllabi to demonstrate a cohesive integration of service learning including expectations for critical reflection, meaningful service, and civic awareness. The committee recognizes that these elements are discussed in the course narrative component of the application, but they should also be identified in the syllabus. Specifically, the committee is looking for description of the service project, non-service alternate assignment, learning outcomes and assessment of the service learning project, and details on how students will critically reflect on the service experience.

Below are areas of the syllabus in which the committee might expect to find elements of or references to service learning. We understand that it may not be your personal style to be this descriptive in your syllabus, but the committee is considering how students will view the syllabus and if there is a clear depiction of the importance of service learning to the success of this course. We have provided some areas to consider while developing a service learning syllabus. If this level of description does not fit within your syllabus, we strongly encourage you to provide additional documents under Supporting Documentation in the application.

*To help facilitate the review process, please be sure to highlight in yellow the service learning components in your syllabus.*

### **Course Description or Purpose**

If you are able to make changes or update the existing course description or purpose, we would encourage service learning to be addressed.

### **Required Learning Outcome**

In addition to the required "S" designation learning outcome "*Students will be able to demonstrate connections between course content, their service experience and community engagement,*"<sup>1</sup> think about how service learning relates to the other learning outcomes for this course.

### **Assessment (Assignments & Grading Scale)**

University policy requires that all course syllabi include student learning outcomes and assessment strategies. How are students graded on service learning elements in the course?

### **Project Description**

Your syllabus should include an explanation of how the service experience relates to academic content as well as a full description of the service learning activity. Think about how the project will be introduced, executed, evaluated, and completed. How much time are students required to commit to service?

### **Alternative Assignment**

Best practices in service learning dictate that students should be provided with an alternative option if they are not able to participate in the service experience. In your syllabus, please include a statement articulating a non-service alternative option or assignment for students. The committee recommends that this option be listed as being contingent upon instructor approval.

### **Course Calendar/Outline**

University policy requires all course syllabi include a course calendar/outline. Depending on the level of detail and appropriateness, you could include service learning activities, reflection, and due dates in the course calendar/outline.

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<sup>1</sup> Revised by a committee of service learning faculty during the Fall, 2014 semester.