

Service-Learning Course Development Worksheet

Goals of Service-Learning:

- Enhance Classroom Learning
- Meet Community Needs
- Foster Civic Responsibility/Civic Engagement

Critical Element:

Credit should be given for demonstrated learning, not simply for putting in hours. Learning can be assessed via a series of academic (reflection) assignments that help connect the service experience with your teaching/learning objectives.

Which course learning objectives are related to service?

What do you want your students to gain from the experience?

ACTION – What types of service activities would be appropriate for your learning objectives? Describe the service activities through which students will learn and/or apply the course objectives, skills, and/or behaviors. Also, how many hours of service will they complete?

PREPARATION – How will you prepare your students for the service-learning project (pre-reflection)? Include examples of preparation assignments such as conducting research, interviewing, program selection, policy examination, and project selection and design.

REFLECTION – What on-going reflection techniques will you use to ensure student learning and successful service to the community? (readings, written assignments, journals, class discussions, presentations, guest speakers, creating educational materials, teaching, performance, public art about the project, products, student evaluation of the project, etc.)

COURSE INTEGRATION – *Will service-learning be required of all students, optional, extra credit, etc.? What are your deadlines for confirming their placement, reflective assignments, turning in hours and satisfaction questionnaire (see MDC Student Handbook)?*

ASSESSMENT – *How will you evaluate/assess/grade the service-learning component? (class participation, grades for each reflection assignment, etc...)*

PURPOSEFUL CIVIC LEARNING – *How will you directly and intentionally prepare students for active civic participation in a diverse democratic society? What reflection activities will you utilize that prepare students with knowledge, skills, values, and propensities for active involvement in their future communities? (E.g., helping students understand root causes of social problems, developing cross cultural communication skills, familiarizing students with different conceptualizations of citizenship, learning how citizen groups have effected change in their communities, understanding how individuals in a particular profession act in socially responsible ways, etc.)*

RECOGNITION – *How will you recognize your students?*

CHECKLIST: Effective service-learning should include the seven components listed below. Does your project include them all?

- Student Empowerment
- Preparation (context, research, design)
- Action (service derived from preparation and design)
- Reflection (writing, discussing, evaluating)
- Demonstration (presenting, advocating, performing)
- Celebration/Recognition
- Reciprocity/Collaboration/Partnership

Other things to consider: Are your reflection assignments on-going? Did you help your students develop learning and service objectives? Are you helping students develop critical thinking skills? Are you helping prepare students to be more effective citizens in a democratic society? Is your service-learning assignment academically rigorous? Are students gaining an in-depth understanding of their community/the issue their service project addresses?

For questions or additional information, contact your CCI Campus Director (CD) or Faculty Coordinator (FC):

Wolfson, Medical, InterAmerican	Tamica Ramos (CD) Rony Joseph, Coordinator-IAC Carlos Gonzalez (FC - IAC) Alejandro Salinas (FC – IAC)	305-237-7470 305-237-6423 305-237-3270 305-237-6358	tramos@mdc.edu rjoseph1@mdc.edu cgonzal3@mdc.edu asalinas@mdc.edu
Kendall/Homestead	Ossie Hanauer (CD) Miriam del Campo (FC)	305-237-0631 305-237-0956	ohanauer@mdc.edu mdelcamp@mdc.edu
North	Lauren Rose (CD) Diane Sloan (FC)	305-237-8358 305-237-1869	lauren.rose@mdc.edu dsloan@mdc.edu