

Service-Learning Syllabus Design Criteria

Rate syllabus on each criteria: 0- item is completely absent, 1- design element is present, 2- design element is present and exceptionally written

Design element	Criteria	Rating	Comments
1. Introduces students to the pedagogy of service-learning (SL) Please refer to the website www.tsuservicelearning.com for a variety of resources and information.	Defines service-learning: Example-“...a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities. ” (<i>National Commission on Service Learning</i>)		
	Explains the value and benefits of service-learning such as personal growth and development, social and civic development, awareness of societal issues, academic learning and intellectual growth.		
2. Describes how the service activities are related to course content and objectives	Explains why service-learning is an appropriate pedagogy for the course.		
	Explains how the service experience is designed for application of course content to aid in the learning of knowledge and skills.		
3. Clearly explains the service requirements in the course	Explains whether SL is optional or required, # of service hours, frequency of service activities, schedule for service, transportation, etc.		
	Notifies student of background checks or special considerations if applicable.		
4. Describes students’ roles and responsibilities in the SL experience (May attach <i>Expectations and Responsibilities</i> form)	Explains activities students will undertake in the community.		
	Explains the importance of these activities to the community.		
5. Includes “student learning outcomes” to be achieved through SL	Links learning outcomes, objectives and goals to the service activities.		
	Expresses outcomes in assessable/measurable ways.		
6. Explains the role of community partners in the course	Identifies the community partners or potential community partners.		
	Explains the involvement of the community partner/s and lists outcomes of the service activity as relates to community partner.		



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7. Contains and clearly explains reflection requirements pre-service, during service, and post-service	Describes both written and oral reflection activities.		
	Explains the role of reflection in generating, deepening, and documenting learning as relates to service-learning.		
8. Describes how student learning will be assessed. (May include sample grading rubric)	Identifies assignments related to service-learning and their contribution to the course grade.		
	Establishes that credit will be given for demonstrations of learning, not for completion of service.		
9. Describes course-appropriate civic learning outcomes	Identifies civic learning outcomes such as knowledge, skills, and/or dispositions related to citizenship, civic responsibility, social justice, public policy, cultural competence, diversity, team building, and leadership.		
	Explains the significance of civic learning as relates to the discipline or profession, the course content, and/or the mission of the university.		
10. Describes CSLCE Student End of Course Evaluation requirements	Describe the process for completing the End of Course Student Survey available online at http://tsuservicelearning.com/content/		
	Explains the importance of service-learning assessment to improve the activity, evaluate the course, and celebrate accomplishments.		