Service-Learning Course Design Checklist

• Have you established clear, demonstrable objectives for your service-learning activities?

• Have you considered the needs and readiness of community-based organizations, the university, and your students in planning your service-learning project?

• Do you have clear performance expectations and guidelines for your students, for the community-based organizations?

• Have you established clear roles, responsibilities, provisions for student orientation and training, monitoring and supervision of student progress in your service-learning plans?

• Have you planned critical reflection opportunities for students to reflect on their service, the needs and conditions of the community, and the themes of the course?

• Can you assess student performance in relation to stated objectives in order to fairly evaluate the learning outcomes from their service experience?


For more information about Service-Learning at Missouri S&T Contact:
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Service Learning Program

Program Mission

The mission of the program is to make reflective service learning an integral part of the education and life experiences of Missouri S&T Students.

By developing a campus-wide service learning program, Missouri S&T will expand service learning opportunities to a broader range of Missouri S&T students and enhance Missouri S&T’s mission to be the premier source of leaders for today’s society.

What is Service Learning?

- **Service Learning** is a term used here to describe a type of experiential learning where students engage in service to the community.

- **Academic Service Learning** is used here to describe a type of experiential learning where students in a course engage in service to the community; and the service activity enhances and relates to the course content. Academic service learning courses include reflective exercises through which students have the opportunity to describe what they learned from the service experience.

The Benefits of Service Learning:

The service learning program will have a significant benefit for both Missouri S&T students and the community. Service learning helps students:

- Strengthen their knowledge of the community
- Increase learning of course content
- Become actively engaged citizens
- Encourage life-long civic participation
- Gain valuable experiences
- Build strong resumes
- Create worthwhile partnerships
- Enhance personal and professional development
- Confirm or redirect their career choices

In addition to enhancing student learning, the Service Learning Program will help the university build community partnerships and will provide our community partners with beneficial outcomes.

Guidelines for Academic Service Learning (AS-L) Courses at Missouri S&T

1. The course is arranged in partnership with an approved service partner(s). Approved service partners must sign a Letter of Understanding with the Missouri University of Science and Technology

2. Instructors have considered potential conflicts of interest and have communicated them to the service partner(s).

3. The experience provides the service partner(s) with a useful service.

4. The service learning project/activity should be clearly communicated to the students in the course syllabus.

5. The service-learning project/activity should include appropriate contact time and opportunities for interaction with the service partner, as determined by the instructor.

6. The course assignment includes a reflective exercise that requires students to analyze the service-learning experiences and synthesize information gained that enriches their academic studies. Readings, writing assignments, journaling, and project assignments are designed to accommodate and integrate the civic engagement component of the course.

7. The service-learning project/activity should constitute an appropriate percentage of the student’s grade, as determined by the instructor.

8. Students will be given the opportunity to assess the service-learning project and its integration into the course.

9. Faculty are encouraged to provide assessment data. Assessment data may include reflection journal excerpts, reflection essays, synthesis papers, class presentations and/or student survey data.

10. Faculty are encouraged to report their findings on improved student learning and the impact of the AS-L component through publications, manuscripts and presentations at appropriate conferences.

ugs.mst.edu/servicelearning.html