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Timeline Steps for Designing SLC

6-8 Months Prior

	C
	I
	F
	B
	CCE L
	D
	A CCE L F

Prepare students for community engagement with background, context, and academic instruction.

Distribute the CCESL Student Safety Packet and collect signed waiver forms from students.

Conduct regular check ins with community partner(s) and students.

Troubleshoot problems and unexpected challenges.

Facilitate critical reflection, provide feedback, and assess student learning prior, during, and after project.
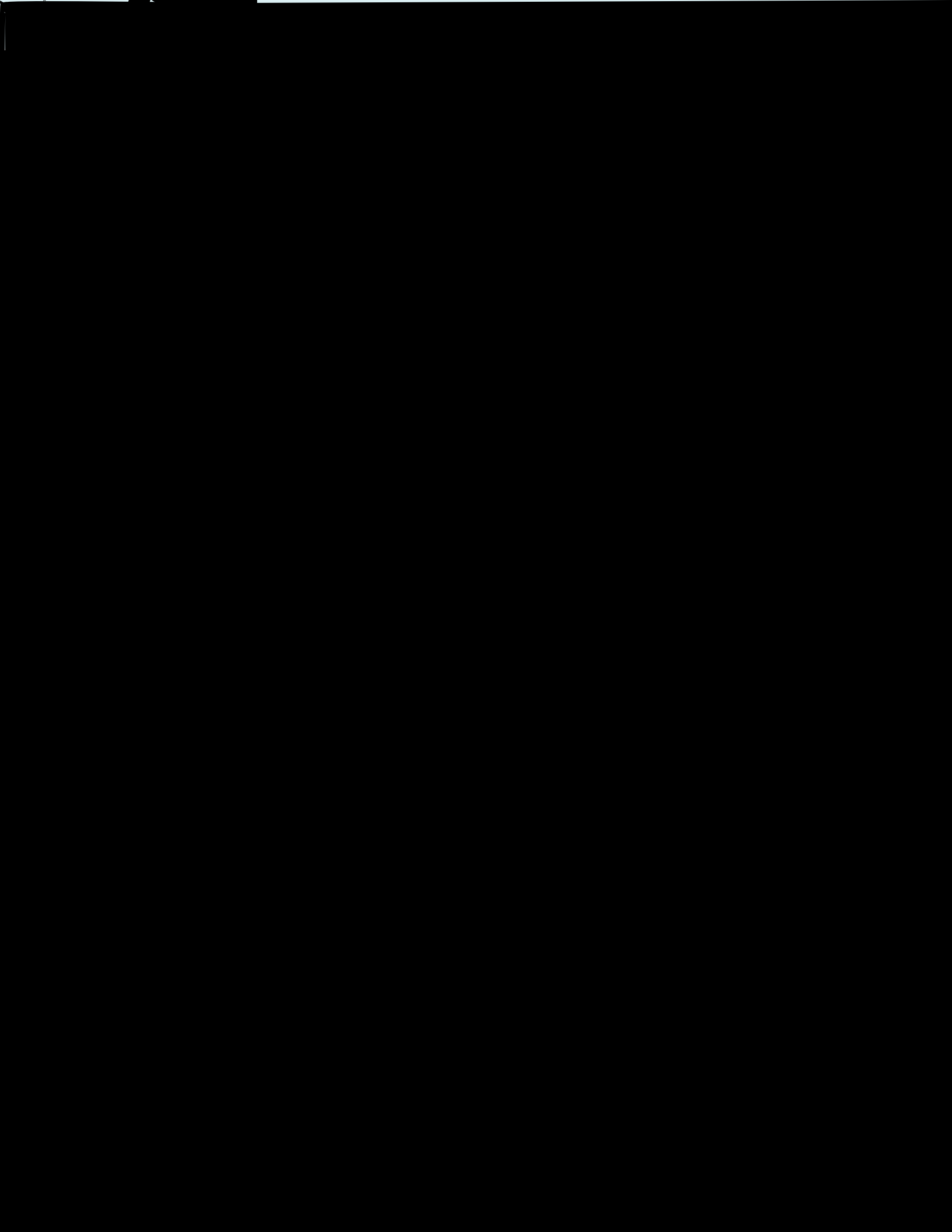
Invite community partner evaluation of student work.

Provide thank you to community partner

Best Practice: Explicitly Link Course Learning Outcomes to the Community Service Experience

In The Syllabus, include:

- ! 50C?:?7 @FE3@> 5D ?@E? 7 H9:39 @? 5D0C5 E54 E@ E95 D5CG 35 A

Preparing Students

Introduction

Awareness of Assumptions

| Discussion/Journaling | Panel Discussion |

Expectations and Guidelines for Participation

Example Strategies:

Developing the Project and Partnership

Introduction

E   a c   c   a   da

C R A

- J a E   a
- P   a
- F   B   D
- R   a A
- D   B a P
- S a G   D a D

C R P

A a   Ja b B   S   L a   E   a Q   A   a L   L a J   Ba

Linking Service and Academic Learning

- W a   a   H   a   a
  a   b
- Ba   a   a   a   a   a
- H   a   a a   a   a   a

Social Issues/Civic Engagement

- W a a   b   W a a   a   W a   b
  b   W a   a
- W a a   a   ab   a   a
- W a   a   a   a

Personal Knowledge/Values

- W a a   a   a   b
- W a a   W   a

Grading

One of the goals of service-learning is to deepen the educational experience. An extension of this is grading and assessing student learning. In grading the service-learning, assessment is not based solely on participation in the service project, but incorporates and evaluates the depth of learning, mastery of course learning objectives, and quality of reflection. Below, please find an example of a grading plan for a service-learning course, as well as a sample grading rubric for reflection:

Reference Reference

Evaluating Impact

Student Learning Outcomes	Community/Client Impact	Community-University Partnerships

C

Sample Service-Learning Feedback Methods

- G

-                   CCE
- A
- D

Community-Engaged Scholarship

C

B

           C   G

C   E .

B   C F   A   D

Examples of Journals on Community Engagement

- ___ _____C_____ _____
- _____ ____C_____ E _._ ____
- _____ ___ __E____
- _____ __E_ ____

What To Expect?
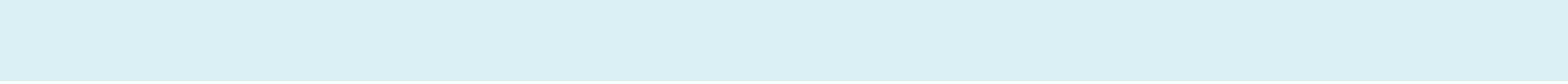
Change, Challenges, and Roadblocks To Expect

Exp

Working with community partners and members is very different that working in a controlled laboratory setting, as changing conditions can shift the environment, capacity, and resources involved in unanticipated ways. Some past examples include; the death of an important staff or board member of the community organization, change in volunteer policies/systems, and unanticipated limitations due to size/physically capacity of community partners building.

T

- Utilize the change as a reflection/learning/teaching moment for your class   What are students observing/feeling   What can be learned from the situation   How does this change reflect what happens in the real world
- Involve students in generating and selecting options for adjusting to the change.