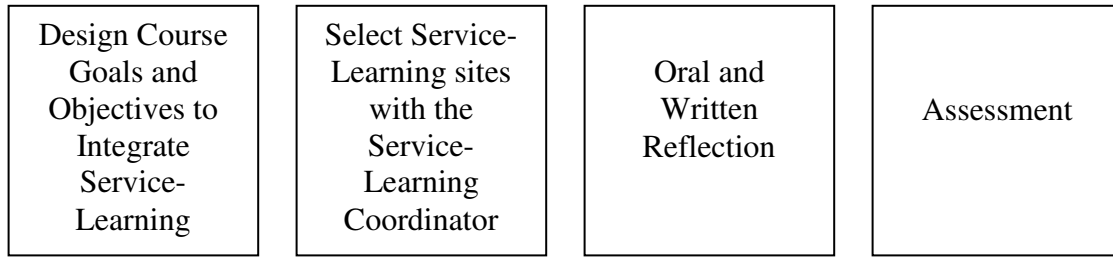


Whitworth's Faculty Guide for Service-Learning

Four Components of Incorporating Service-Learning into a Course



Highlights of Incorporating Service-Learning

Before course begins

1. Contact the service-learning coordinator or the faculty director for service-learning for help conceptualizing a plan and adapting your course syllabus.
2. Develop the syllabus.
3. Provide the service-learning coordinator with a copy of the syllabus.
4. Provide the service-learning coordinator with course learning objectives for the Service-Learning component.
5. Finalize service-learning sites with the service-learning coordinator.
6. Coordinate a time for the service-learning coordinator to present in your class.

Beginning of the semester

1. Discuss service-learning component with students while reviewing course syllabus.
2. The service-learning coordinator comes in and explains the details of the service-learning component.
 - The service-learning coordinator will provide the following:
 - Service-Learning Guide
 - Service-Learning Contract
 - Student Guidelines for Service-Learning
 - Waiver of Liability form
 - Course placements

After the Service-Learning Coordinator comes into your class

1. Students make contact with agencies (either on their own or at the Service-Learning Fair).
2. Set a deadline for Service-Learning Contract completion.
3. Assist the student in establishing relevant learning goals.
4. Sign the students' Service-Learning Contracts.

During the semester

1. Reflection activities and written assignments.
2. Assess service-learning effectiveness relative to your course goals.

By semester's end

1. Final projects due.
2. Administer the Service-Learning Evaluation.
3. Debrief experience with students.
4. Plan for next semester's component with the service-learning coordinator (make adjustments to the course as needed).

After the course

1. Send a thank you letter to the site supervisor
2. Debrief sites with the service-learning coordinator