SUGGESTED FACULTY CHECKLIST
for integrating service-learning

*not all items may apply

Note: To gain Service-Learning (SL) designation, complete the SL planning documents and submit to SL Program by deadline (four weeks before student registration begins). Documents are available at http://servicelearning.boisestate.edu or call 426-2380.

1. EXPLORE NEW CONCEPTS AND TECHNIQUES

☐ Attend an SL orientation to meet experienced faculty members who can mentor new faculty in specific topics.

☐ Schedule a one-on-one discussion with the SL Director to overview SL in your discipline and learn about SL options, models, and resources specific to your course. karabrascia@boisestate.edu or 426-2380


☐ Consider attending monthly SL roundtables to learn more or share tips on special topics (reflection, assessment, using technology, integrating SL into assignments, etc.).

2. ESTABLISH COMMUNITY PARTNERSHIPS

☐ Articulate, in writing, the objectives of the service component

☐ Identify service activities or issues that relate to your learning objectives [not if students will propose sites]:
  ▪ Review pre-screened agencies and projects on SL website by clicking “Agencies”, then “List of approved agencies”. http://servicelearning.boisestate.edu
  ▪ Ask SL staff to draft a list of possibilities or identify projects via your own professional contacts.

☐ Contact potential community partner(s) [not if students will propose sites]
  o Plan a site visit or attend agency/faculty luncheon. SL staff can arrange site visits.
  o Discuss mutual goals, expectations, and parameters for service projects (hours, product, timeline, and assessment), training requirements, onsite orientations, schedule flexibility, and method/frequency of exchanging feedback.

☐ Consider inviting agency or community representatives to visit the class.

3. DEVELOP THE SYLLABUS

☐ Explain the learning objective of the service.

☐ Describe the nature of the service and the community need it addresses.

☐ Link the service to course content:
  ▪ Use writing assignments, discussion topics, readings, presentations, and other activities listed in the syllabus as connections to the service.

☐ Specify how students will be expected to demonstrate what they have learned from the service (journals, papers, presentations).

☐ Describe how students will be assessed on the experience:
  ▪ Provide consequences for students who do/do not follow-through with their agency commitments.

☐ Preview online agreements, log sheets, and evaluation forms; download from SLP website or develop your own. Note: agencies are familiar with SLP forms. Clearly explain the due dates.

☐ Establish benchmarks or a timeline for contacting the agency, meeting with supervisor, signing contracts, beginning and completing the service.

☐ Clarify the procedures for reporting problems (should they contact the agency, the SL staff, or you?); give a cut-off date for changing agencies (week six is manageable; after that the agencies cannot be expected to reschedule).
4. ORIENT THE STUDENTS

- Talk about the SL experience on the first day of class. Touch on the each of the topics listed under “Developing the Syllabus” (above).
- Invite agency or community representatives to visit the class (SL staff can assist).
- Facilitate students connecting with agencies. Have students complete an agreement with their agency supervisor (SL staff can assist with on-line project registration, agreements, etc.).

5. PROVIDE GUIDANCE/MONITORING

- Provide a timeline:
  - Students need benchmarks for contacting the agency, meeting with supervisors, signing agreements, beginning and completing the service.
- Have a back-up plan for students with special needs.
  - Consider providing an alternative for those students who are legitimately unable to participate, or for those who miss/ignore agency orientations and start dates.
- Contact the community partner(s) at least once mid-semester to exchange feedback and, if possible, visit the service site(s) to gain first-hand exposure to the experience:
  - Attend mid semester agency/faculty luncheon to share feedback in person.
- Evaluate student service activities using frequent “five-minute papers” or other methods of formally assessing student progress. Recommended timeframe: Weeks five and ten.

  **SUGGESTED QUESTIONS:**
  - Have you attended an on-site orientation?
  - What did you find that you did not expect to at the agency?
  - How many hours have you served (or how much progress have you made on your project)? If you have not started, what is your anticipated start date?
  - Are you encountering any challenges?

6. INCLUDE REFLECTION

- Implement reflective assignments and activities throughout the semester:
  - Visit the SL website, click “Reflection” for sample questions, activities, and journal formats.
- Discuss the service in class even if you are using an optional SL model.
  - Students who choose not to participate in the experience will still gain insights and knowledge from the comments of students who do participate.

7. ASSESSMENT/EVALUATION

- Use reflective assignments to assess student learning and to evaluate performance (class discussion, journals, analysis papers, or oral presentations).
- Have students submit an evaluation to be completed by the service supervisor (forms available from the SLP; students who registered on-line can be evaluated online).
- Administer the SL evaluation form to students on the last day of class (It will be sent to you two weeks before finals). Return the evaluations to SL staff. A report will be sent back to you to help you refine your next Service-Learning course.

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