**Quickstart Checklist & Course Designation Planner for Service-Learning Classes**Boise State Service-Learning Program (9/29/17)  
Send this completed worksheet, along with your syllabus, to KaraBrascia@boisestate.edu

Faculty name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Class/Semester:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**1. LEARNING: what outcomes to you have for the course/SL experience?**

**Through the SL experience, students will be able to:**

* Apply \_[X]\_ theory:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Practice [X] skills:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Develop personal and professional aptitudes:
  + Confidence, self efficacy
* Examine their values and assumptions around \_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Explore the community issue(s) around \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*See last page for an example.

1. **SERVICE WITH THE COMMUNITY: What kind of SL activity can help students meet these outcomes?   
     
   Students will engage with the community through:**

* Direct service: (specify the activity)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Indirect service: (specify the product)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Social innovation (specify the goal or question) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The community issue students will address is** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**What class structure can best help meet these goals?**

* Students will work: Independently or In a team
* SL Optional or SL Required
* Approximate hours will be: \_\_\_\_\_\_\_\_\_\_ [10, 10-15, 20+]

**To monitor student progress I will:**

* Set benchmarks with due dates (with incentives)
* Check-in at midsemester via a 5 minute paper
* Conduct/request a reflection MAP (mid-semester assessment protocol)
* Check hours (Students will track hours with: OrgSync, Paper timesheet, Students will not track hours
* Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **REFLECTION:**

**I will use these methods throughout the semester to help students connect their SL experience to class concepts and learning goals, and to assess learning (use at least 2-3 methods):**

* Class discussion, or in-class activity-based reflection
* Written assignment(s), e.g. prompted journal or log entries ([see sample questions](https://servicelearning.boisestate.edu/faculty/planning-to-use-sl/integrate-reflection/discussion-questions/))
* Case studies (asking students to compare case studies to their own SL experience)
* Final presentation/poster
* Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I will use these methods to help students learn about the community issue:**

* I will provide readings on the community issue
* Students will investigate the issue as part of an assignment
* Speaker from the community will come to class
* Students will attend an event focused on the issue (a campus or community event)
* Students will talk with people involved in the issue (outside of class)
* Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **PARTNERSHIP: Community partners (CPs) are co-educators. If you plan to collaborate with a partner…**

**I will involve the community partners in project planning, implementation and evaluation by:**

* Contact the CP to discuss goals, project, roles, timeline, etc.
* Visit with the CP on site to gain first-hand knowledge and build a relationship
* Share my syllabus
* Invite CP to class to pitch projects, describe context
* Contact CP during semester to check-in
* Ask the CP to offer feedback on students’ work
* Debrief with CP at semester-end
* Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Or, if students coordinate their own project, I will facilitate students connecting with the community by:**

* Offer examples of past projects or contacts
* Discuss in class project scope, parameters, and key steps
* Provide checklist with tips for success
* Set benchmarks with dates for contacting CP, proposing project, etc.
* Provide a reading to offer insights and guidance (ask SL staff for ideas)
* Share a list of suggested/potential community partner
* Use the [Student-Initiated Project Form](https://servicelearning.boisestate.edu/wp-content/uploads/2012/08/Student-Initiated-Project-Form_2013.pdf) and [Student-Initiated Project: TOP TEN TIPS](https://servicelearning.boisestate.edu/wp-content/uploads/2016/02/Ten-Tips-for-Success_Student-Initiated-Service-Learning-Project.doc) as a guide (find these at https://servicelearning.boisestate.edu/about/forms/)
* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**To assess the community partnership I will**

* Ask students in the final paper, “Would you recommend your CP? Why or why not?”
* Ask the CP, “Would you continue this project/partnership? Why or why not? How can it be improved?”
* Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **CHOICE:**

**To make sure no student is required to participate in an activity that creates a religious, political and/or moral conflict or an economic hardship or geographic constraints, I will provide the following option:**

* Students can choose their own site/project
* If a student expresses concerns, I will work with individual students to develop an alternative
* The SL opportunity is optional for this course
* Other\_\_\_\_\_\_\_\_\_\_\_

**Reflection Questions (Recommended)**

**PRE-SERVICE REFLECTION (Reflection #1)**

(WHY)

* What is the community issue you are going to address?
* What is your organization's mission or purpose? How does this relate to your personal and professional interests?
* How could working on this issue (or with this organization) help you understand your course information?

(YOU):

* What are your expectations for the Service Learning experience? What are your hesitations? What are you looking forward to? What do you want to learn?
* What might be the biggest challenge to your learning? What assets do you bring to this experience?

**MID SEMESTER REFLECTION (#2):**  
  
(LEARNING FROM/ABOUT OTHER PERSPECTIVES)

* What are your assumptions about the people you are going to work with?
* What similarities do you share with the people you are working with? What differences?
* What are their strengths? What can you learn from them and their strengths?
* How are you perceived by the people you are working with?
* What might be potential mis-communication?

**MID SEMESTER REFLECTION #3: (tip: ask these frequently during the semester)**  
  
(APPLICATION OF COURSE CONCEPTS)

* Describe an interaction or situation from your SL experience, then relate it to course concepts OR
* Describe a course concept, and describe how you can apply it to your service learning experience OR
* Explain a course theory/idea/practice. Did your experience support or contradict it?

**END OF SEMESTER REFLECTION #4:**

(REINFORCING AND TRANSFERING LEARNING)

* Identify and discuss three areas of academic growth or skills and attitudes you have developed through your experience? OR
* How has your thinking shifted? Have your assumptions changed about the people/community need/discipline?
* When did you have your aha moment, and what brought it about? Why is this important?
* What will you do differently because of this learning?

Based on Ash, Sarah L., and Patti H. Clayton. "Generating, deepening, and documenting learning: The power of critical reflection in applied learning." (2009).

**Sample Service-Learning Course Timeline (with embedded Reflection Qs**)

| **STUDENT ASSIGNMENT** | **DUE DATE (Suggested)** |
| --- | --- |
| Review Service-Learning opportunities and instructions | 1st week |
| Choose (or propose) your SL project and orientation date | End of 2nd week of class |
| **Complete pre-service reflection activity #1 (50pts)** (WHY) What is the community issue you are going to address?  What is your organization's mission or purpose? How does this relate to your personal and professional interests?  How could working on this issue (or with this organization) help you understand your course information?  (YOU):  What are your expectations for the Service Learning experience? What are your hesitations? What are you looking forward to? What do you want to learn?  What might be the biggest challenge to your learning? What assets do you bring to this experience? | Week 3 |
| Attend the agency orientation. Bring your calendar and set a start date. | End of 4th week of class |
| Benchmark deadline for starting service | End of 4th or 5th week of class |
| **Complete reflection activity #2 (50pts)** (even if you have not yet started your service) What are your assumptions about the people you are going to work with?  What similarities do you share with the people you are working with? What differences? What are their strengths? What can you learn from them and their strengths? How are you perceived by the people you are working with?  What might be potential mis-communication? | Week 5 |
| Facilitate **“Five minute paper” check-in** (Ask students: two highlights, two challenges, proposed solutions to challenges, and hours completed)  **Complete reflection activity #3 (50pts) - CLASS DISCUSSION** - Describe an interaction or situation from your SL experience, then relate it to course concepts OR - Describe a course concept, and describe how you can apply it to your service-learning experience OR - Explain a course theory/idea/practice. Did your experience support or contradict it? | Week 10 |
| **Final Project/Poster (150 pts)** Identify and discuss three areas of academic growth or skills and attitudes you have developed through your experience. OR  How has your thinking shifted? Have your assumptions changed about the people/community need/discipline?  When did you have your aha moment, and what brought it about?  Why is this important? What will you do differently because of this learning? | End of 14th week |

Based on Ash, Sarah L., and Patti H. Clayton. "Generating, deepening, and documenting learning: The power of critical reflection in applied learning." (2009).**Plug-in Syllabus Language (choose what fits for your class)**

**For all SL syllabi (modify to fit):**

*Faculty will want to include a statement in the syllabus that describes what SL is, what students will do, why, when, and how it will be evaluated. For example:*

“This class provides a service-learning (SL) opportunity which gives students hands-on experience applying what they learn in the classroom to a need in the community, while gaining valuable career skills and expanding their perspectives.

Students will work with the community to\_\_ **[address X community issue]\_\_\_\_\_\_\_\_\_.**

Service-learning activities will include **\_[a.b.c.d]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

Student learning will be evaluated by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

To get started, students will [**attend an orientation/training session at their agency**]. More details on the SL assignment will be posted on \_\_\_\_\_\_\_\_\_.

**If SL students are developing their own project:**

If you are developing your own project, visit <https://servicelearning.boisestate.edu/about/forms/>and click   
[Student Initiated Project Form](https://servicelearning.boisestate.edu/wp-content/uploads/2012/08/Student-Initiated-Project-Form_2013.pdf) and [Student-Initiated Project: TOP TEN TIPS](https://servicelearning.boisestate.edu/wp-content/uploads/2016/02/Ten-Tips-for-Success_Student-Initiated-Service-Learning-Project.doc)

**ORGSYNC: If students are registering for projects on OrgSync:**

**If SL is expected of all students**

1. Watch for an email with instructions from the Service-Learning Program. It will direct you to an OrgSync link specific for this class. There you will review the list of community partners, sign up for a project, and log your hours. Directions are also available at <https://servicelearning.boisestate.edu/students/orgsync-guide-tutorial/>
2. Sign up for a SL project by end of **week 2.**
3. Attend orientation at the agency by **end of week 4.** Set up a regular (weekly) schedule.
4. Log your hours on the class portal in OrgSync.
5. Reflect on connections to course concepts through class discussion and writing activities.

**If SL is optional, and students will register on OrgSync:**

*“*If you participate in service-learning, you need to register for a service project via OrgSync.  Find directions at the Service-Learning Program’s website (hyperlink or <https://servicelearning.boisestate.edu/students/orgsync-guide-tutorial/>), and click the button “Registration Directions”.  There you will find instructions on how to select a project, sign up for an orientation time, and log hours (all via OrgSync).*”*

**If students can choose a SL project or a non-SL project:**

This class offers a Service-Learning (SL) option. SL is distinguished from regular class projects in one key way: SL projects address a pressing community issue or support a significant public good. If your projects fits this description, you can gain SL distinction for this class on your transcript. To designate your project as SL, submit a statement to your instructor describing how your project addresses a pressing community issue or supports a significant public good.

**Quick Guide: Sample grading**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points Possible** | **Points You Earned** |
| (3) Service-Learning Reflection Papers | 3 x 50 points each = **150points** |  |
| Final Project (SL poster/presentation) | **150 points** |  |
| SL hours | 15 hours x 10 points each = **150 points** |  |
| **Total** | **450** |  |

**\*Learning Outcomes (sample)**

(The following example is based on Tasha Souza’s Service-Learning Designation Application for COMM 351 Intercultural Communication)

By the end of this course, students should...

* Describe intercultural communication processes and the ways in which they are connected to issues of identity, social class, gender, sexuality, and race
* Apply an array of skills necessary to communicate effectively in intercultural interactions
* Reflect upon and analyze your own cultural social-standing and cultural influences
* Demonstrate understanding of, and sensitivity to, other international cultures and U.S. co-cultures
* Reflect upon and evaluate one’s own intercultural communication competence