Questions for COMMUNITY PARTNERS to consider while developing a service-learning course:

Begin by thinking about the work of your organization and breaking it down into concrete tasks.

- How much time does each task take? What are the required skills to do the work? What additional assistance, skills, and knowledge does your organization currently need? How could service-learning students help to fill this gap?

- How many students can the organization adequately manage, and in what roles?

- What will the students do, specifically, for the organization (e.g., type of direct service, desired deliverable, etc.)?

- What kind of pre-service training or orientation will be provided for the students? Who will provide it? What special skills are required of the students, if any? What information about the organization and/or project needs to be included in that training?

- How much on-site training and supervision are the students likely to require? How many hours per week will the staff have to mentor service-learning students?

- What other kinds of assistance could the organization use to more effectively manage service-learning students?

- What will students learn from their service experiences at the organization?

- What are the intended short- and long-term goals of the service-learning project for the organization?

- How can the service-learning project further the organization’s mission?

- How will the organization implement the recommendations, use the research findings, or sustain the service after the service-learning project ends?

- How can the organization build on the service-learning project with another service-learning course in the future?

- How else could the organization contribute to the class (e.g., guest lecture, attend or host student class presentations, assist with student/project evaluations), and vice versa?
Questions for UNIVERSITY FACULTY to consider while developing a service-learning course:

Begin by thinking about the goals for your course.

- What do you want your students to learn? What might students learn in a community context that they are unlikely to learn in a classroom? What kind(s) of service-learning assignments are most likely to accomplish these learning outcomes? Do these projects lend themselves to individual or group work?

- What type(s) of service-learning assignments would best serve the learning objectives of the course?

- How will the students’ service at the site benefit the organization?

- What is the anticipated course enrollment?

- What kind of pre-service training or orientation will be provided for the students—and who will provide it? What information about the course and/or project needs to be included in that training?

- What special parameters are required of the service-learning assignment (e.g., direct contact with a specific demographic, ability to practice certain skills, etc.)?

- Are there any prerequisites for the course?

- How will the instructor incorporate the students’ community experiences into classroom activities (e.g., reflection, course assignments, class discussion)?

- What are the intended short- and long-term goals of the service-learning project for the students?

- How will the instructor facilitate the delivery of final reports or research findings to the community partner after the service-learning project ends?

- What mechanisms are needed for keeping track of student work (e.g., time sheets, attendance slips, sign-in logs, etc.?)