

CONSIDERATIONS FOR DEVELOPING A SERVICE LEARNING COMPONENT IN YOUR COURSE

Definition: Service learning is a teaching method that combines community service with academic instruction. It necessarily includes critical, reflective thinking and promotes civic responsibility.

Resources for service learning at Snow College are available at www.snow.edu/servicelearning

PLANNING

1. Consider which of your course's learning outcomes can be supported with a service or civic engagement project.
2. Find community partners and service/engagement opportunities.
 - Consult Snow's [community partner lists](#).
 - Consult [discipline-specific lists of projects](#) that have been done elsewhere.
 - Use your own contacts in the community.
 - Join larger, existing programs (for example, the [SCA Alternative Spring Break](#), [Campus Vote Initiatives](#), [IPSL](#), [Youth Service America](#)).

IMPLEMENTATION

1. Consult the college's [guidelines on what constitutes a service learning course](#).
2. Make some preliminary choices in how you will organize the project.
 - Service vs. civic engagement
 - Optional vs. required projects
 - Student-selected vs. instructor-selected service
 - Group vs. individual projects
3. Decide how to bring a reflection exercise to the project. This will allow students to consider the service they have done and how those experiences complement the course content and learning outcomes.
4. Download the [course application to receive official designation](#) as a service learning course (after the application has been approved, your section number will have an SL notation, i.e. English 2010, SL1).
5. Prepare course materials (syllabus and handouts) that will orient students on service learning and clearly explain the project and your expectations.
6. At any point in the process, contact a member of the [service learning committee](#) for ideas, advice, or support.