

Service Course Planning Worksheet – To Print

This MS Word version of this worksheet contains live hyperlinks. While you are not required to submit this form to the OSLCE (portions do appear on the [Service Designation Application](#)), we would be happy to review your responses in a real-time meeting or via email. Please email us at ServiceLearning@uscupstate.edu.

Precursors

1. What are your reasons for incorporating service learning in your teaching?
2. Will you be creating a new course to a service focus or converting an existing one?
All new courses (service or not) must be approved through traditional unit and Senate channels
3. What element(s) of your course (content, skill, etc.) might be **enhanced** by a service experience?
See “Curricular Need” on the [Developing a Service Course page](#)

Community Partners

4. What authentic community need aligns with the pedagogical goals you’ve identified?
See “Community Need” on the [Developing a Service Course page](#) to review three basic origins for community partnerships
See also these types of service: [direct](#), [indirect](#), [advocacy](#), [research](#)
5. Have you identified a community partner whose effectiveness could be enhanced through partnership?
See our [Community Partners page](#) for thoughts on choosing a partner and building a healthy relationship
6. How will you and your community partner evaluate the success of the project?

Course Logistics

7. What [service model](#) will you use?

- Placement Model
- Project Model
- Product Model
- Presentation Model
- Presentation Plus Model
- Combined Approach (Describe)

And what type of service will you provide?

- [Direct](#)
- [Indirect](#)
- [Advocacy](#)
- [Research for a cause](#)

8. What instructional mode will you employ in structuring your course?

You can choose traditional face-to-face, hybrid, or online delivery as well as uniform or bi-modal division where you simultaneously offer traditional and service sections of the same course at the same time as a single course. This bi-modal division has both advantages and disadvantages. If you choose this approach, please [email us](#) to discuss how this should work.

See "Instructional Modes" on the [Developing a Service Course page](#)

Delivery

- Traditional (F2F)
- Hybrid (F2F + online)
- Fully online

Sectional Division

- Uniform (all students do service)
- Bi-Modal (2 sections/1 course)
(Student choose service or traditional)

9. How intensive will your service component be?

Service Engagement: 4-14 hours of service (*service roughly equates to homework*)

Service Learning: 15-25 hours of service (*service equates to instructional time*)

See "Students' Work Load" and "Service Learning vs. Service Engagement" on the [Developing a Service Course page](#).

Also check out the [Service Designation Application Overview](#)

10. What [reflection model](#) will guide your students' service-content-life connections? Use of multiple methods is best!

- What? So What? Now What? Model
- DEAL Model
- Other (describe)
- Kolb's Model
- Gibb's Model

11. What service related Student Learning Outcomes will you target?

We have adopted our SLOs from the National Association of Colleges and Educators' career competencies. Review our [SLOs pages](#) to select the most relevant SLOs and two [assessment options](#)

12. How will you design assignments to make sure there is a perceived balance in time and effort between service-learning and traditional learning? (*consider both travel and service time in the calculations*)

13. What [techniques/tools](#) will you use to integrate service-learning into the classroom?

Discussions
 Journals/Blogs
 Wikis
 Portfolios

Analytical Papers
 Presentations
 Reading Responses
 Microcosm

On Bb, consider using:
Assignments, Collaborate,
Discussion Board, OneNote,
VoiceThread, &/or Wikis

14. How will you evaluate your students' performance relative to service in your course?

What demonstrations of learning will you have service learners produce? (journals, paper, oral reports, etc.), and what percentage of total grade will be based on Service

See "Evaluation" on the [Developing a Service Course page](#)

15. Will you have students sign a Service Contract with you and/or your community partner?

See "Sample Service Contract" on the [Developing a Service Course page](#)

Closing

16. Are you ready to get started?

See our [Suggested Course Development Timeline](#), then complete the relevant [Application](#)

The timeline suggests 12 months from concept to implementation. If you would like to speed up the process, [let's talk!](#)

17. The OSCE is here to support you in any or all of the following ways:

- Consultation (email ServiceLearning@uscupstate.edu to set up a time)
- [Service Support Funds](#)
- [Student Travel Scholarship](#)
- [Student Service Recognition Awards](#)
- [Faculty & Staff Service Recognition Awards](#)
- [Community Partner Recognition Award](#)