**Criteria / Procedures to get started in Service-Learning**

* Introduce students to the pedagogy of service-learning (see definition below).
* Include “students learning outcomes” for the service activities.
* Clearly explain the role of service (the service requirements) in the course.
* Demonstrate how the service activities are related to course content and objectives.
* Either describe or include a handout explaining expectations for the community experiences.
* Explain how students will demonstrate the learning they glean from the service experiences (reflection activities, class presentations, papers, journals, projects, research studies, media, etc.)
* Describe the plan for involving the community partners.
* Describe any course-appropriate civic responsibility, social justice, public policy, diversity, leadership, etc.)
* Describe how the student learning will be assessed (project, paper, presentation, portfolio, series of reflection papers, journals, research project, etc.)

**Service-learning must include these elements:**

* Connections between the course objectives and service activities must be clearly described.
* Faculty must explain the relevancy of the community service to the course objectives.
* Students must provide a meaningful and needed service to the community.
* Relationships between the university and the community site must strive to be reciprocal.
* Faculty must provide structured opportunities for students to reflect upon their experiences in a variety of mediums.
* Disciplinary knowledge informs the work done by students in the community.
* Classroom activities (discussions & presentations) allow students to learn from other class members, in addition to the instructor.
* The learning must be assessed as part of the overall course grading system.