

## Community-Based Teaching and Learning Checklist

The Gephardt Institute for Public Service developed three key elements of a Community-based Teaching and Learning course:

- faculty oversight,
- targeted learning activities in service to an organization or community, and
- course content and assignments connected to the service.

Successful courses incorporate all three of these elements.

### Faculty Oversight

- Goals and objectives for the academic component of the course are in place.
- Goals and objectives for the service component of the course are in place.
- Readings and assignments support the academic component of the course.
- A plan is in place to manage all aspects of a community-based component of the course including:
  - Managing relationships with community partners.
  - Managing students in their service sites.
  - Managing logistical considerations including transportation and liability waivers.
  - Clear parameters are set for the service component including the number of hours students are expected to commit to service and deliverables for the service component.

**Recommendations:** Learning goals and objectives are helpful when developing projects with partner organizations. The more you are able to share with potential community partners about what is going to happen in class, the easier it is to develop a project that is mutually beneficial.

### Targeted Learning Activities in Service to an Organization

- Service component connects to the learning goals and objectives for the course.
- Community partners have agreed to a service project that supports their mission and vision and aligns with the learning objectives for the course.
- Community partners understand their role in student learning including providing students with supervision and project support.
- Orientation to service and the service site is included in the syllabus.
- Project structure and/or deliverables are identified before the course begins.
- Student and community outcomes are included in syllabus and service project descriptions.

### Recommendations:

- Community service activities are most likely to be relevant and meaningful if (1) the activities address issues which the target community (or your community partner) has identified or acknowledged as being significant, (2) the community partner is involved in developing the course activities and learning outcomes related to the service experience, and (3) the relationship is sustained over time. (Center for Community Learning, CSU Pomona: <http://academic.csupomona.edu/ccsl/index.htm>)
- To learn more about community organizations in the St. Louis community visit the Community Service Office St. Louis Non-profit Agency database: <http://www.communityservice.wustl.edu/stlagencies/>

### **Course Content and Assignments are Connected to Service**

- Course content and assignments prepare students for the service experience.
- Readings and assignments support the integration of the academic and service components of the course.
- Reflection and integration assignments are in place to help students critically think about their service experience in relations to the course content.
- There is time in the course for orientation, discussion, reflection, and integration of the service experience.
- Final papers, projects, are/or presentations connect the academic and service components of the course.
- Assessment and evaluation criteria are in place for academic and service components of the course.

### **Other Considerations**

- Roles and responsibilities are clearly articulated for students, faculty, and community partners.
- Structure is in place for liability
- Adapt service-learning liability waiver for your course.
- Develop a communication plan between you and your community partner(s).

Liability waiver and partnership agreement forms are available at the Gephardt Institute for Public Service website: [www.gephardtinstitute.wustl.edu](http://www.gephardtinstitute.wustl.edu) .

### **Web Resources**

**Gephardt Institute for Public Service:** [www.gephardtinstitute.wustl.edu](http://www.gephardtinstitute.wustl.edu)

Washington University's nexus for service, the Gephardt Institute for Public Service promotes civic engagement across campus.

**Campus Compact:** [www.compact.org](http://www.compact.org)

Organization dedicated to promoting community service in higher education.

**Missouri Campus Compact:** [missouricompact.missouristate.edu/](http://missouricompact.missouristate.edu/)

Information about community-based teaching and learning and service-learning efforts in Missouri.

**Campus Compact Syllabi Database:** [www.compact.org/syllabi/](http://www.compact.org/syllabi/).

View over 200 examples of service-learning syllabi from a wide range of disciplines.

**Learn and Serve America's National Service-Learning Clearinghouse:** [www.servicelearning.org](http://www.servicelearning.org)

Corporation for National and Community Service's service-learning website.

*For additional support and resources or assistance in developing community partnerships,  
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