



Guidelines for Service-Learning Classes

1. Students in the class provide a service to address community-identified needs of individuals, organizations, schools, or entities in the community
2. The service experience elucidates the relevancy of the course content, and the knowledge from the discipline informs the service experience.
3. The service opportunities seek to further students' civic education while providing skill development valuable for career preparation.
4. Diverse teaching methods encourage students to think about what they have learned through the service experience and how these relate to the course content. Activities are designed such that class members learn from each other as well as from the instructor.
5. The course offers a method to assess the learning derived from the service. Credit is given for the learning and its relation to the course, not for the service alone, e.g., journaling.
6. Recipients of the students' service experiences are offered an opportunity to be involved in the assessment of the service.

It is recommended that each student participates in service activities for a minimum of 15 hours during the quarter. It is preferred that the service be provided throughout the quarter rather than a one-time experience.

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